A Study of Children, Teachers and Teaching Situations of Selected Two-teacher Schools with a view to Develop Teacher Competencies

(Joint Innovative Project for Multigrade Teaching)

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1993

Preface

The short term study entitled " A Study of Children, Teachers and Teaching Situations of Selected Two-teacher Schools with a view to develop Teaching Competencies ", was sponsored by the Joint Innovative Project (JIP) for the improvement of teaching in multi level, multigrade primary schools. The JIP is a programme of the Asian and Pacific Programme of Educational Innovation for Development, financially supported by UNESCO, PROAP, Bangkok.

The present study was conducted on children and teachers of ten selected two-teacher schools of City Block of Mirzapur District of Uttar Pradesh. The objective of the study was to get an indepth understanding of the functioning of the two-teacher schools and their teachers and the competencies mastered by children vis-a-vis the Minimum Levels of Learning laid down by the Ministry of Human Resource Development.

Individual and small group assesments were used in measuring the competencies of children in mathematics and language. For the study of teaching situations and teachers, observation and interview methods were followed. Focused discussions were made use of to study the reactions of the community towards schools and teachers. Based on the results of the study, a scheme of training of teachers in multigrade teaching situations was developed.

The present sample of schools was selected primarily because the Department of Pre-School and Elementary Education, NCERT, and the Government of Uttar Pradesh have launched a project entitled " Area-Intensive Education Project " in the same Block with financial support from UNICEF. The data that have been collected under the present study will form the basis for the training programmes proposed to be conducted in the near future for all the primary school teachers of the Block. The training programmes will focus on the teaching strategies to be followed in multigrade teaching contexts in order to ensure that minimum levels of learning are attained by children in the primary classes

I thank my collegues, Dr. B.R.Goyal and Mrs. Kanta Seth who worked on this study with deep interest and enthusiasm. I also thank Mr. Amit Kumar, Mr.B.K.Pal, Mr.Ravi Shankar Tripathi and Mrs. Shanaaz Khatoon for helping us with the field work. My sincere thanks are also due to the children and teachers of the selected schools and the Education Authorities of the state, who co-operated with us in making this study possible. I also thank Mrs. Jayasri Vasudevan and Mr. Sandeep Shankar for typing this report on the computer.

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CHAPTER I

1. INTRODUCTION

1.1. Primary Education in India

Article 45 of the Indian Constitution provides for free and compulsory education to all children upto the age of 14 years. The government of India has been striving to achieve this goal and has made substantial progress in the last forty years. Some of these achievements include:-

(a) 94.5% of the rural population have schools within a walking distance of 1 Km;

(b) The number of primary schools have gone up from 2.10 lakhs in 1950-51 to 5.58 lakhs in 1990-91

(c) The gross enrolment of primary school children has increased from 43.1% in 1950-51 to 101.03% in 1990-91.

1.2 Major Issues in Universalisation of Elementary Education

Despite these achievements, universalisation of Elementary Education still remains an elusive goal.

The major issues in the attainment of UEE are :-

- Access
- Enrolment and retention
- Quality of learning

1.2.1. Access

Though provision has been made for a primary school within a distance of 1 km. for most of the habitations, yet there are about 32,000 small habitations without a school. Though many new schools have been opened, new habitations have also come into existence. It is estimated that 35,000 new schools will be required to meet the needs of these habitations. (P.O.A. 92)

1.2.2. Enrolment and retention

Though the gross enrolment ratio for the primary school children has risen to 101.03% in 1990-91, the picture is not so

bright if we take into account the age specific ratio. Many of these children will probably be under-aged or over-aged. Moreover the participation of girls is still below the normative percentage of 50% It was found to be 40.2% in 1985-86. The gross enrolment ratio of girls is 85.97% in 1990-91. It is therefore, imperative to make special efforts to bring the girls into the school network.

The picture with regard to retention of children in the primary schools is more grim Though the dropouts rates are gradually declining, yet it still remains unacceptably high. It is 46.97% in 1987-88 in respect of classes I to V. Much of the dropouts occurs in the early classes of the primary schools. It was seen that for every 100 children enrolled in Class I, 34 dropped out by Class III and another 16 dropped out by. Class V. Serious efforts are thus required to keep children in school for a significantly long time in order to meet the UEE targets.

1.2.3. Quality of learning

Over the years, a large number of studies have shown repeatedly that children from the disadvantaged schools/homes do not acquire the minimum basic learning competencies of reading, writing and numeracy in the first five years of school. Both school factors and home factors are responsible for such low achievement on the part of children. The schools are drab and devoid of any play and learning materials. Only 14.83 schools have a teacher for every class from I to V. 28.91% are one teacher schools while 31.91% are two teachers schools showing thereby that 60% of the schools are one/two teachers schools. At the home front too, children receive little support and stimulation, as most of them are first generation learners.

It therefore becomes vital to enliven the school atmosphere by providing adequate learning and play materials and motivating teachers to meet the basic learning needs of children.

1.3. National Policy on Education (NPE)- 1986

The NPE, 1986 and its Programme of Action (POA) have been the major recent events in the revamping of education in the country. NPE 1986 gave top priority to UEE and recommended child-centred, activity -based, teaching-learning strategies at the primary stage. Provision of essential facilities symbolically called Operation Blackboard was another important recommendation. The essential facilities included at least two rooms that are usable in all weather, a blackboard, maps, charts, other learning

materials and toys and provision of at least two teachers, one of whom should be a women. By March'92, Operation Blackboard covered 4.14 lakhs (77%) schools in 84% of the Community Development Blocks and 29% of the Municipal areas. About 70,000 (46%) teachers have been appointed as against 1.52 lakhs single teacher schools identified for coverage. Over 1.00 lakh (43%) classrooms have been constructed as against the target of 2.39 lakhs.

1.4. Other major recommendations of NPE 1986 included a large and systematic programme of non-formal education for school dropouts and for children from difficult circumstances, adoption of a micro-planning approach at the grass-root level to ensure children's retention in school and a full integration of child care and pre-primary education to serve as a feeder and a strengthening factor for primary education.

1.5. A Programme of Action (POA-92) has been drawn up to implement the recommendations of NPE 1986. Impediments and hurdles are many but given the political commitment and will, much of these hurdles can be overcome. Operation Blackboard is one example of how within a short span of time basic facilities can be provided to improve the quality of schools. Yet how the facilities will be made use of depends much on the individual States and their commitment to UEE.

1.6. India is a large country with wide socio-cultural differences. Some states give top priority to education while others do not. For example, Kerala in the southern part of the country has a literacy rate of 90.6 while Uttar Pradesh in the north has a literacy rate of only 41.7. Large states like Uttar Pradesh, Bihar, Rajastan and Madhya Pradesh need to take action on a war footing if UEE target is to be achieved. Motivating teachers and developing in them the required skills, eliciting community participation in education, developing responsibilities in parents for the schooling of their children etc. are not simple tasks but yet are essentials to achieve UEE. Much depends on the individual States as to how they intend to tackle the issues.

CHAPTER-II

2. THE PRESENT STUDY-OBJECTIVES AND METHODOLOGY

2.1. The present study entitled 'A Study of Children,Teachers and Teaching Situations of selected two teacher schools with a view to develop teacher competencies' is explorative in nature and was conducted in actual school situations with a micro sample of 10 schools. The schools were located in district of Mirzapur in the state of Uttar Pradesh. Uttar Pradesh is one of the large and densely populated states of India. According to census of 1991, population of Uttar Pradesh is around 138.8 million spread over 2,94,411 sq.kms. thus having a population density of 471 persons per kilometre. Uttar Pradesh is an educationally backward state with male literacy rate 55.35 and female literacy rate of 26.02.

2.2.Comparing the Census Reports for 1981 and 1991 the following trends are noticed:

(a) Even though the percentage of marginal farmers has been reduced slightly from 58.52% in 1981 to 53.27% in 1991, a simultaneous increase is seen in population of landless labour from 15.98% in 1981 to 18.94% in 1991. Despite large size investments by the Government of Uttar-Pradesh for rural development Programmes, the grinding poverty of people still continues.

(b) Another trend is the decline in sex ratio. In 1981 there were 885 women for every 1000 men which has declined to 879 women for every 1000 men in 1991. The neglect of the girl child thus appears to be very much prevalent in the state.

2.3. The district of Mirzapur is one of the 63 districts of Uttar Pradesh. It is educationally and economically backward, and is fairly representative of the general population characteristic of the state. The district is world famous for its carpet industry. The industrial groups operating at International and industry. The industrial groups operating at international and national levels supply materials and tools to the families in

rural areas on commercial basis. The whole family including children share the work to generate income which is hardly sufficient for a healthy living of the family. Children have also to share the household chores like helping mothers in childcare, tending cattle, etc. The practice of early marriage and the observance of rituals like attainment of puberty are common in the villages. These certainly have their implications for the completion of elementary education by children. The above population context has been presented to serve as ' a backdrop' to the educational situations in the rural areas of Mirzapur.

2.4. The Incidence of Multigrade Teaching

The position of teachers in the primary schools in the state of Uttar Pradesh, district of Mirzapur and the block selected for the study is given below:-

Table No.2.1.Showing Staff Position of Primary Schools

Number of Teachers	State of U.P.		Distt. of Mirzapur		Block selected for study	
	Total	%	Total	%	Total	%
1	8891	(11.7)	465	(28.5)	07	(8.0)
2	22047	(29.2)	468	(28.7)	41	(47.1)
3	15815	(20.9)	269	(16.5)	21	(24.0)
Total No. schools	75564		1633		87	

Grades I to V constitute the primary stage of education in Uttar Pradesh. All schools which do not have one teacher per class have to resort to multigrade teaching. The problem ofcourse is more acute in one and two teacher schools. So far as one teacher schools are concerned they are gradually reducing as the nationally sponsored scheme of Operation Blackboards provides for a minimum of two teachers in every primary school irrespective of the number of children. Therefore, at the moment the country has maximum number of two teacher schools. In view of the emerging trend it was decided to cover only two teacher schools as the sample of the study. The schools for the study were selected from different villages taking care that the sample covers the various topological and demographic context.

2.5. Objectives

The Objecties of the Primary study were:-

(a) To identify the level of competencies of children studying in grades I to V in the selected two teacher primary schools.

(b) To identify the teaching skills of practising teachers in these schools.

(c) To identify the status and use of materials available in the school: textual/teaching-learning aids/environmental.

(d) To identify teaching situations prevalent in the selected schools.

(e) To identify the gaps in the teacher competencies to deal effectively in the multigrade teaching situations.

(f) To develop a programme of teacher orientation for the teachers working in multigrade teaching schools.

2.6.Tools of the study

The following tools were developed /adopted·-

(a) Competency based achievement test in mother-tongue (combined test for grades I to V)

(b) Competency based achievement test in mathematics (combined test for grades I to V).

(c) District profile, village profile, school profile and teacher profile Schedules.

(d) Check-list on available resources and school organisation practices.

(e) Interview schedule for teachers.

(f) Check-list on learning difficulties due to multigrade teaching practices.

(g) Classroom observation schedule.

2.7. Sample

Since there were 41 two teacher schools in the block selected for the study, every 4th school was selected on random basis. In two places adjustments were done to provide for geographical variations. The sample consisted of 188 children from 10 selected schools ofthe city block of Mirzapur, The total number of children present on the day of investigation were culled out and seperated under boys and girls. Then two boys and two girls were randomly selected from each class. However, if the required number was not present in one group more number was taken from the other group. Thus a total number of four children were taken from each class, i.e. 20 children from one school was the maximum number taken in the sample.

Table No.2.2. showing schoolwise and classwise sample

SCHOOLS	CLASSES I			II			III			IV			V			GRAND TOTAL		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Aghwar	0	4	4	2	2	4	2	2	4	2	2	4	2	2	4	8	12	20
Bhosar	2	2	4	1	3	4	0	2	2	2	2	4	2	2	4	7	11	18
Shivpur	3	1	4	4	0	4	2	2	4	1	1	2	3	1	4	13	5	18
Itwah	2	2	4	3	1	4	4	0	4	2	2	4	4	0	4	15	5	20
Hanuman Padra	2	2	4	3	1	4	2	2	4	4	0	4	4	0	4	15	5	20
Bhiskori	2	2	4	2	2	4	0	1	1	1	2	3	0	0	0	5	7	12
Mahuwari kala	3	1	4	3	1	4	2	2	4	3	1	4	2	2	4	13	7	20
Huruwah	2	2	4	2	2	4	4	0	4	2	2	4	2	2	4	12	8	20
Devapur	4	0	4	2	2	4	2	2	4	4	0	4	2	2	4	14	6	20
Agarja	2	2	4	3	1	4	4	0	4	2	2	4	2	2	4	13	7	20
G. Total	22	18	40	25	15	40	22	13	35	23	14	37	23	13	36	115	73	188

2.7.1. School Building

Out of the 10 schools, one was held under a tree and the rest of the schools had a building consisting of two rooms, a verandah, a small store room and a lot of open space.

2.7.2. Classrooms

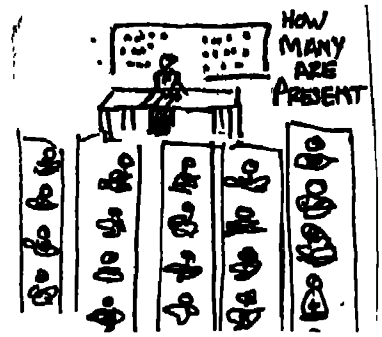
The classrooms had blackboards but the walls of the classrooms were absolutely bare. Often children were seated in one room or the verandah. Thus the classrooms were not utilised fully.

2.7.3. Teachers

All the schools selected were two teachers schools. It was observed that one was a male teacher and the other was a female teacher. Often the female teacher had to tackle all the 5 classes as the male teacher carried out most of the administrative work which included outdoor work. As children of all classes were made to sit at one place, it was often a difficult task for the teacher, to tackle children. Thus quality learning could not take place due to uncongenial atmosphere. Often teachers did not know which child was in which class. It was noticed that the teachers were asking children only as which class they belonged to.

2.8. Methodology

Field survey was selected as the modus for conducting the study. The schools were visited by the team of investigators for data collection. Pupil achievement tests in language and mathematics were administered with children either individually or in small groups. Information on classroom interaction, availability of resources in the schools, problems of teachers and children etc. was collected using the interview method. In addition the school records were studied to find the enrolment and attendance of children.



CHAPTER III

3. ENROLMENT AND ATTENDANCE OF CHILDREN

Universalisation of primary education is a national priority. The national policy on education and the Programme of action aim to achieve this goal by the turn of this century. In this context it was considered necessary to collect information about the actual position in Schools taken under the study. Information on the enrolment in the different grades from Class I to Class V and attendance on the day of visit to the school were collected. The information is presented sexwise so as to highlight the gender issues.

Table 3.1. showing the enrolment and attendance figures schoolwise for boys and girls:

Schools	Enrolment			Present			Percentages		
	B	G	T	B	G	T	B	G	T
Aghwar	53	50	103	30	45	75	56.60	90.00	72.82
Bhorsar	23	75	98	10	47	57	43.48	62.67	58.16
Shivpur	65	33	98	34	5	39	52.31	15.15	39.80
Itwah	89	12	101	63	5	68	70.79	41.67	67.33
Hanuman Padra	68	15	83	28	6	34	41.18	40.00	40.96
Bhiskori	18	20	38	6	7	13	33.33	35.00	34.21
Mahuwari Kala	68	24	92	38	9	47	55.88	37.50	51.09
Huruwah	48	16	64	36	13	49	75.00	81.25	76.56
Devapur	75	14	89	50	9	59	66.67	64.29	66.29
Agarja	61	19	80	38	11	49	62.30	57.89	61.25
G.T.	568	278	846	333	157	490	58.63	56.47	57.92
							Range 33.33-75.00	Range 35.00-90.00	Range 34.21-76.56

3.1 In the selected ten schools, out of total 846 children enrolled there were 568 boys and 278 girls. This clearly shows that less girls are enrolled as compared to boys 67.14% are boys and 32.86% are girls i.e. boys enrolled are 50% more than the

girls, thus indicating that urgent attention needs to be given to see that more girls get enrolled in schools.

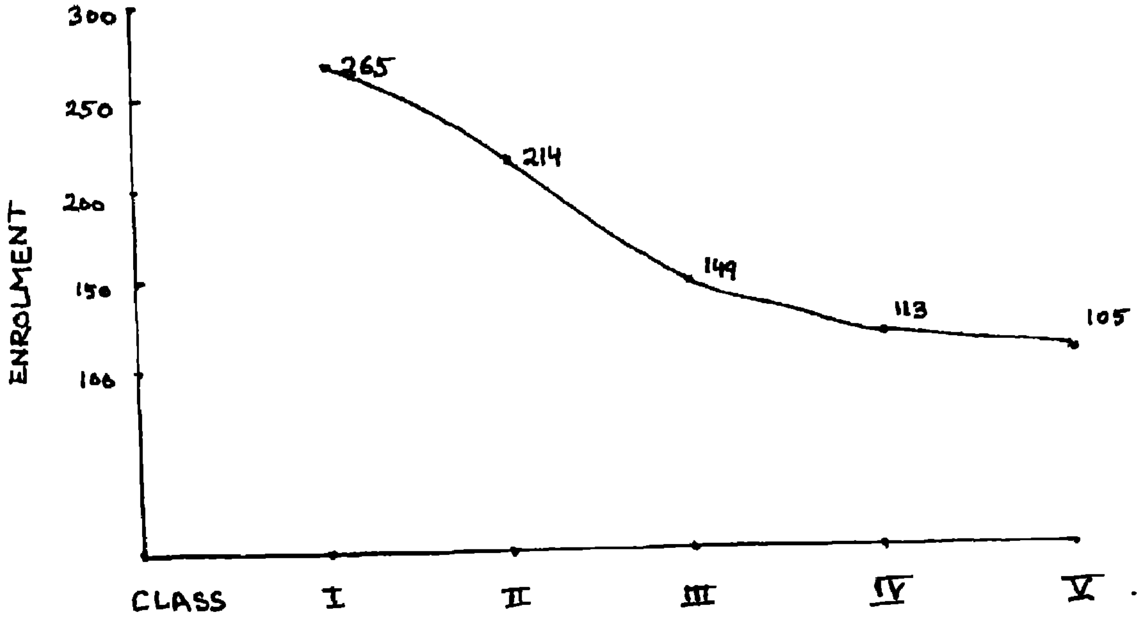
3.2. Villages like Bhiskori, Shivpur, and Hanuman Padra have unusually poor attendence i.e. 34.21%, 39.80% and 40.96% respectively. Teachers of Bhiskori and Hanuman Padra showed their concern regarding less attendance of children, but teachers of Shivpur gave a reason for absenteeism of children on the day of investigation. (The day before the children had participated in the celebration of Bharat Milap till late at night and so, many children had not come to school)

3.3. The maximum attendance was 76.56% and 72.82% in Huruwah and Aghwar villages respectively. The range of attendance in schools, varies from 33.33% to 75.00% for boys and 35.00% to 90.00% for girls. Large absenteeism of children is a clear indication that children are not regular and therefore are likely to lag far behind in studies.

3.4. It should also be noted that the number of children enrolled in class I is far more than the number of children enrolled in class V. It is seen that out of the total enrolment of 846 children the classwise breakup is :-

265 children in class I
214 children in class II
149 children in class III
113 children in class IV
105 children in class V

Figure 3.1 Showing Classwise Enrolment Figures



The Figures in the table indicate that as children move on to higher classes their number decrease to a considerable extent. Most of the children (More than 50% approx.) are in classes I and II. Out of the total enrolment only 10% of children are in class V. It has its implications for organisation of the class and choice of teaching strategies.

Figure 3.2 Showing the Percentage of Enrolment

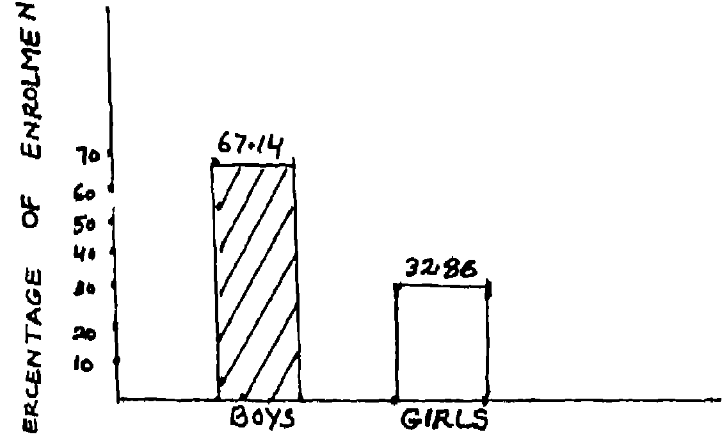
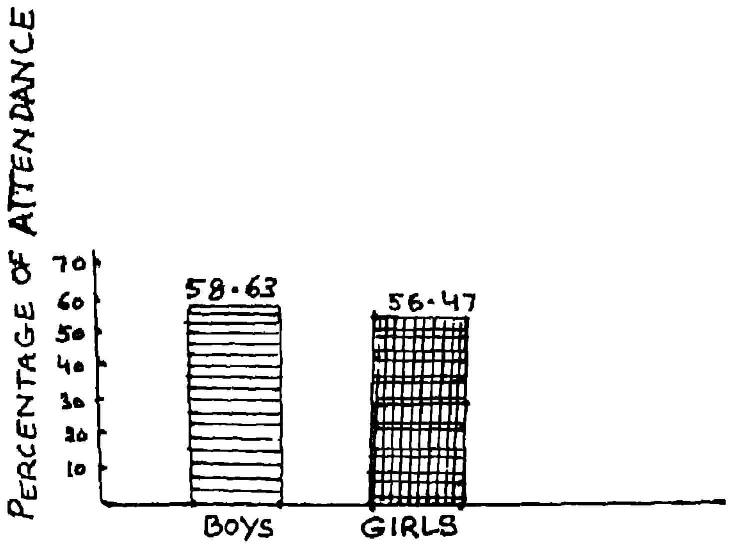
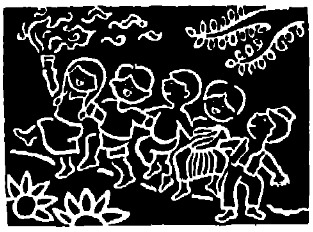


Figure 3.3 Showing Percentage of children attending out of the total enrolment





3.5. The enrolment ratios in the rural primary schools under study are 43.7% for the total school going population, 55.4% for the boys and 33.3% for the girls. The gross enrolment ratios at the national level are 101.03% for the total schoolgoing population, 115.29% for boys and 85.97% for girls (the variance above 100 is due to admission of children above and below primary school age levels). The difference in the enrolment ratios, between the schools under the study and the national averages show the depressing state of primary education in rural remote areas where multigrade teaching schools are common

3.6. The attendance on the day of visit is an indication of the functionality of the primary schools. The fact that only less than 60% of children were present indicates the high incidence of absenteeism which is bound to lead to poor pupil participation in curriculum transaction , low parental support in sending the children regularly to schools and high rate of dropout. The causes of absenteeism, low participation and low enrolment were investigated.

3.7. Views on Children"s participation in Schooling

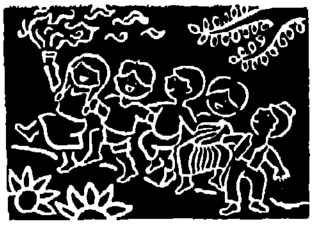
The following are the abstracts from the interviews:

3.7.1 In the vicinity of our villages, a few unrecognised primary schools have been opened. These schools start admitting children at the age of 3 1/2 years, while the government schools allow admission at the age of 6 years. Their teachers are regular, children are cared for and there are regular classes. The private school charges fee but it is not much.

3.7.2. Some of us like to send our sons to these schools but do not send daughters because of distance, remoteness from home, passage through fields and ravines and of course the charging of fee. Admitting girls in the same village school helps mothers to send them late and they could come back early. (A group of parents from village Bhorsar)

3.7.3. Late coming by teachers is an accepted behaviour. Villagers cannot check it because of procedural tangles. Some teachers also take it out on children if any member of the family, clan or caste complains. (A parent)

3.7.4. About 40 children of our village go to a private unaided school in the neighbouring village of Megrada as one of the educated persons of our village has opened a school there but the names of all the children are also enrolled in the village



school so that they could appear in the examination. (A parent from village Agarja)

3.7.5. This school was established in 1943, I was posted there in 1972. My home is at a distance of 40 kms. I first applied for transfer in 1975 and have been trying since then. I have also been keeping absent and have been irregular and therefore there are complaints against me from the villagers. This may be a reason enough for my transfer. (A teacher)

3.7.6. The incidence of long absenteeism is due to parent's detention of children for carpet weaving, harvesting, illness in the family and minor pretexts made by children. (A teacher from village Agarja)

3.7.7. In addition to Sundays and holidays, on days of bad weather too i.e. cloudy, chilly, and hot etc. children are advised not to come to schools. The schools also work partially on 6th and 28th of every month as teachers are supposed to report to the Block Education Officer. Children are of course given attendance on these days. (A village youth from Mahuwari Kala)

3.7.8. You talk of regularity and achievement. Look at the class before you - A room with an uncemented floor, a blackboard painted on one corner of the wall which is at a distance of 11 to 14 ft. away from sixty students of grades I to II. The next class of 45 students is held in a verandah measuring 2.5 meters x 9 meters. Three passages are made across the class to facilitate movement of class I & II students which is frequent. Over and above this, a table and a chair for the teacher are accommodated. How can the teacher work efficiently in this environment if there are three classes allotted to him? (A teacher from village Bhorsar)

3.7.9. When they told us about the proposal of opening a school in our village, We had no option but to identify a place under a mango tree. The students bring their own mats and keep moving from place to place alongwith the shade. The seating arrangment is not gradewise. A child responds to the teacher from where he is sitting. The teacher sits in the centre relaxing against the trunk of the tree and the children cluster around the teacher. The school functions without the blackboard. (Village Headman from Mahuwari Kala-II)

3.7.10. This school at Mahuwari Kala-II is recently established. Grants for the construction of the building and purchase of the material are being released . One has to wait for a year or so. (Block Education Officer of Mirzapur)

The inevitable circumstances along with ill-health, economic dependence, unemployment and illiteracy of the parents have to be borne by the children as well as the community of the village Mahuwari Kala-II.

CHAPTER IV

4. CHILDREN'S COMPETENCIES IN LANGUAGE

4.1. The National Policy on Education (NPE) 1986 emphasised the need for laying down minimum levels of learning for each stage of school education. Keeping this in view, the Ministry of Human Resource Development, Department of Education set up a Committtee to lay down Minimum Levels of Learning which all children who pass the primary stage of education must achieve. This was envisaged to fulfil the need for provision of equal access and conditions for success to all children irrespective of caste, creed, location or sex. The Committtee examined the curriculam of primary stage of education and submitted the report. The report spelled out the competencies to be mastered by children in each class in each subject from Class I to V. This report is limited to curricular areas of language, mathematics and environmental studies.

4.2. The emphasis on defining precisely what competencies children should develop in each class stemed from three concerns:- (1) to introduce a sense of direction and a greater element of accounutability in the system (2) to provide an effective tool for programme formulation for school improvement (3) to ensure that all children irrespective of the condition they come from and the conditions of the school they attend, reach a minimum level of learning before they finish primary education. Achievement Studies showed that children were not doing well and that majority of them learnt inadequately and tended to easily forget. It was therefore attempted to set MLLs closer to the realistic levels of attainability so that the class as a whole works towards mastery of these MLLs. In operational terms the document defined mastery as 80% of the children or more attaining at least 80% of the prescribed learning levels.

4.3. It is in this context that children's competencies were evaluated in this study. Emphasis was laid on 80% children attaining the competencies in language and mathematics. The competencies included for language were those related to listening, speaking, reading and writing. The test was pilot-tested on a group of children in a three teacher school at Naintal and then finalised.

4.4. Competencies for Language- Hindi

4.4.1. Listening

a) Carries out instructions:-

i) One instruction
ii) Two instructions
iii)Three instructions

4.4.2. Speaking

a) Reciting a Poem

4.4.3. Reading

a) Recognizing:-

i) Alphabet ग
ii) Alphabet क
iii) Alphabet त
iv) Alphabet म
v) Alphabet ह

4.4.4. Read and identify the word :-

i) छाता
ii) जल
iii) आम
iv) मछली
v) पतंग
vi) पेड़
vii) औरत
viii) तलवार
ix) हाथी
x) गोला

4.4.5. To read and carry out written instructions:-

i) आम और चिड़िया पर काटा (x) लगाओ
ii) सबसे छोटी पेंसिल पर काटा (x) लगाओ
iii) सबसे बड़ी किताब पर लिखो 'रमेश'
iv) तीन फूल वाले गुच्छे के नीचे लकीर खींचो
v) उस गुटके के नीचे लकीर खींचो जिस पर 'ग' लिखा है

4.4.6. To read a sentence and match it with the right picture:-

i) लड़की गेंद खेल रही है
ii) लड़की रो रही है

iii) लड़का कूद रहा है
iv) लड़की गुड़िया से खेल रहा है

4.4.7 To Identify the correct picture :-

i) लड़का गेंद खेल रहा है
ii) मदन दाँत साफ कर रहा है
iii) राम किताब पढ़ रहा है
iv) दो बच्चे स्कूल जा रहे हैं
v) राधा नल से पानी भर रही है

4.4.8. Comprehension and Writing Skill

a) To fill in the blanks:-

i) स्कूल में छुट्टी की घंटी बजते ही बच्चे ..... की ओर चले

ii) मैं चौथी ..... में पढ़ता हूँ

iii) आओ .... भी हमारे साथ खेलो

iv) मोहन के घर में वह और उसकी माँ ..... ही प्राणी हैं

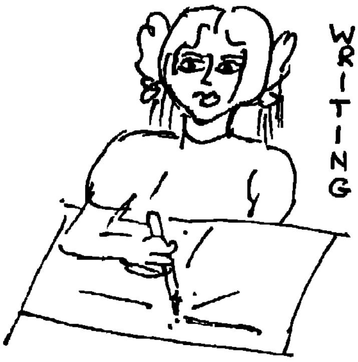
v) आकाश में उड़ते-उड़ते चील ने नीचे की ओर देखा। नीचे धरती पर बाग में कुछ मोर नाच रहे थे। उनके .... पंखों को देखकर उसे बड़ी खुशी हुई।

4.4.9. To read and identify the synonym:-

i) सम्मान
ii) प्राचीन
iii) अधिकार
iv) मधुर
v) प्रेम

4.4.10. To read and identify the antonym:-

i) कंगाल
ii) परिचित



iii) पूरा
iv) शिक्षित
v) जोड़ना

4.4.11. Comprehension of a passage to answer objective type questions:-

i) सीता के अन्य कितने भाई बहिनें थीं ?
ii) "युद्ध में उन्हें वीरगति प्राप्त हुई" इस वाक्य का क्या अर्थ है ?
iii) 'युद्ध में उन्हें .....' इस वाक्य में 'उन्हें' किसके लिये आया है ?
iv) बच्चों में सबसे बड़ा कौन था ?
v) स्कूल में जो सांस्कृतिक कार्यक्रम हुआ उसमें किसने भाग लिया

4.4.12. Writing

a) Dictation of Alphabets:-

i) ब
ii) न
iii) स
iv) ल

b) Dictation of Words:-

i) रूप
ii) भालू
iii) गुड़िया
iv) खाना
v) शिक्षक
vi) स्वतन्त्रता
vii) कृषि
viii) विश्वास
ix) साधारण
x) प्रसन्न

c) Dictation of Sentences:-

i) यह आम का पेड़ है
ii) फूल बहुत सुन्दर होते हैं
iii) राखी की दुकान पर बहुत भीड़ थी
iv) छब्बीस जनवरी की परेड पर राष्ट्रपति सलामी लेते हैं
v) तुम्हारा संगीत सुन कर हमारे सम्राट मुग्ध हो गए हैं

4.5. DETAILS OF THE COMPETENCIES IN LANGUAGE-HINDI

4.5.1. Competency: Carries out instructions- one instruction

Table 4.1.

Percentage of children who are able to carry out one verbal instruction.

Item 1	Boys	Girls	Total
Class I	77.27	88.89	82.50
Class II	84.00	100.00	90.00
Class III	95.45	84.62	91.43
Class IV	100.00	100.00	100.00
Class V	95.65	100.00	97.22

This competency expected to be mastered at Class I level is attained by 82.5% children in Class I itself. It is only in Class III that boys are doing better than girls whereas in classes I, II & V girls are doing better than boys in this competency.

4.5.2. Competency: Carries out instructions- two instructions:

Table 4.2.

Percentage of children who are able to carry out two verbal instructions:

Item 2	Boys	Girls	Total
Class I	77.27	88.89	82.50
Class II	84.00	100.00	90.00
Class III	95.45	84.62	91.43
Class IV	100.00	100.00	100.00
Class V	95.65	92.31	94.44

This Class I competency is attained by 82.5% children in Class I itself. In classes I and II girls are doing better than boys but in classes III and V boys are doing better than girls.

4.5.3. Compentency: Carries out instructions- Three instructions:

Table 4.3.

Percentage of children who are able to carry out three verbal instructions:

Item 3	Boys	Girls	Total
Class I	59.10	55.56	57.50
Class II	60.00	66.67	62.50
Class III	81.82	46.15	68.57
Class IV	91.30	92.86	91.89
Class V	95.65	92.31	94.44

This Class I competency is attained by 57.50% children only in Class I. It is at Class IV level that 91.89% children are able to master this competency. However, 81.82% boys are able to master this competency in Class III itself. But only 46.15% of girls have mastered it at Class III level.

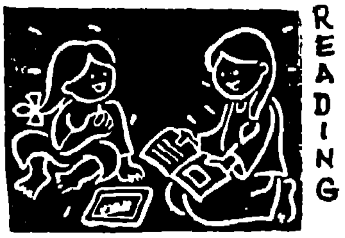
4.5.4. Compentency : Reciting a Poem

Table 4.4.

Percentages of children who are able to recite a poem

Item 4	Boys	Girls	Total
Class I	31.82	33.33	32.50
Class II	64.00	80.00	70.00
Class III	95.45	76.92	88.57
Class IV	91.30	100.00	94.59
Class V	100.00	100.00	100.00

This Class II competency is attained by 70% children in Class II. It is at Class III level that 88.57% children are able to master this competency. However 80% girls in Class II are able to master this competency. As indicated by percentages girls are doing better than boys in this competency except at Class III level.



4.5.5. Competency: To read and recognise the alphabet (ग).

Table 4.5

Percentages of children who are able to recognize the alphabet (ग)

Item 5	Boys	Girls	Total
Class I	50.00	61.11	55.00
Class II	72.00	93.33	80.00
Class III	95.45	84.62	91.43
Class IV	95.65	92.86	94.59
Class V	100.00	100.00	100.00

This Class I competency is attained by 55% children in Class I. It is at Class II level that 80% children are able to master this competency. However only 72% of boys have mastered it at Class II but by Class III both girls and boys are found to master it.

4.5.6. Competency : To read and recognise the alphabet (क्ष).

Table 4.6.

Percentages of children who are able to recognise the alphabet (क्ष).

Item 6	Boys	Girls	Total
Class I	59.10	61.11	60.00
Class II	84.00	100.00	90.00
Class III	95.45	84.62	91.43
Class IV	95.65	92.86	94.59
Class V	100.00	100.00	100.00

This Class I competecny is attained by 60% children in Class I. It is at Class II level that 90% children are able to master this competency. In Class II girls are doing slightly better but in classes III & IV boys are doing better than girls.

4.5.7. Competency: To read and recognise the alphabet (ट).

Table 4.7

Percentages of children who are able to recognise the alphabet (त).

Item 7	Boys	Girls	Total
Class I	50.00	55.56	52.50
Class II	76.00	60.00	70.00
Class III	95.45	84.62	91.43
Class IV	95.65	92.86	94.59
Class V	100.00	100.00	100.00

This Class I competency is attained by 52.5% children in Class I. It is at Class III level that 91.43% children are able to master this competency.

4.5.8. Competency: To read and recognise the alphabet (म).

Table 4.8.

Percentages of children who are able to recognise the alphabet (म).

Item 8	Boys	Girls	Total
Class I	45.45	66.67	55.00
Class II	80.00	86.67	82.50
Class III	95.45	92.31	94.29
Class IV	95.65	92.86	94.59
Class V	100.00	100.00	100.00

This Class I competency is attained by 55% children in Class I. It is at Class II level that 82.50% children are able to master this competency.

4.5.9. Competency : To read and recognise the alphabet (ह).

Table 4.9.

Percentagbes of children who are able to recognise the alphabet (ह).

Item 9	Boys	Girls	Total
Class I	59.10	55.56	57.50
Class II	76.00	86.67	80.00
Class III	95.45	76.92	88.57
Class IV	95.65	92.86	94.59
Class V	100.00	100.00	100.00

This Class I competency is attained by 57.50% children in Class I. It is at Class II level that 80% children are able to master this competency.

4.5.10. Competency. To read and identify the word (छाता).

Table 4.10

Percentages of children who after seeing the picture are able to identify the word (छाता) out of the four words given:

Item 10	Boys	Girls	Total
Class I	25.00	31.25	27.78
Class II	68.00	66.67	67.50
Class III	90.90	69.23	82.86
Class IV	78.26	50.00	67.57
Class V	82.61	84.62	83.33

This Class I competency is attained by only 27.78% children in Class I. It is at Class III level that 82.86% children are able to attain this competency. However only 69.23% of girls do this task at Class III level. At Class IV level there is a drop in the case of both boys and girls. It is only at Class V level, both the groups are able to function at 80% level.

4.5.11. Competency : To read and identify the word (नल).

Table 4.11.

Percentages of children who after seeing the picture are able to identify the word (नल) out of the four words given :

Item 11	Boys	Girls	Total
Class I	50.00	37.50	44.44
Class II	60.00	66.67	62.50
Class III	81.82	69.23	77.14
Class IV	95.65	85.71	91.89
Class V	91.30	100.00	94.44

This Class I competency is attained only by 44.44% children in Class I. It is at Class IV level that 91.89% children are able to attain this competency. However at Class III level 81.82% of boys are able to do the task but only 69.23% of girls do it at that stage.

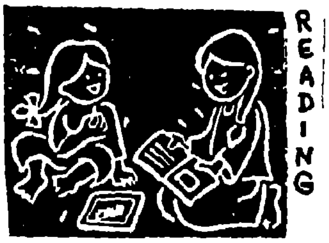
4.5.12. Competency: To read and identify the word (आम)

Table 4.12

Percentages of children who after seeing the picture are able to identify the word (आम) out of the four words given:

Item 12	Boys	Girls	Total
Class I	30.00	37.50	33.33
Class II	52.00	46.67	50.00
Class III	68.18	53.85	62.86
Class IV	91.30	71.43	83.78
Class V	86.96	84.62	86.11

This Class I competency is attained by only 33.33% children in Class I. It is at Class IV level that 83.78% children are able to master this competency. But girls master this competency at 80% level only in Class V.



4.5.13. Competency : To read and identify the word(मछली)

Table 4.13.

Percentages of children who after seeing the picture are able to identify the word (मछली) out of the four words given:

Item 13	Boys	Girls	Total
Class I	30.00	12.50	22.22
Class II	44.00	60.00	50.00
Class III	72.73	53.85	65.71
Class IV	82.61	64.29	75.68
Class V	95.65	84.62	91.67

This Class I competency is attained by 22.22% children in Class I. It is at Class V level that 91.67 % children are able to master this competency. However 82.61% boys are able to attain this competency in Class IV itself.

4.5.14. Competency : To read and identify the word (पतंग).

Table 4.14.

Percentages of children who after seeing the picture are able to identify the word (पतंग) out of the four words given:

Item 14	Boys	Girls	Total
Class I	45.00	31.25	38.89
Class II	60.00	73.33	65.00
Class III	95.45	76.92	88.57
Class IV	91.30	76.14	78.38
Class V	91.30	100.00	94.44

This Class I competency is attained by 38.89% children in Class I. It is at Class III level that 88.57% children are able to attain this competency. But girls are found to be able to do it at 80% level only at Class V level.

4.5.15. Competency: To read and identify the word (पेड़).

Table 4.15.

Percentages of children who after seeing the picture are able to identify the word (पेड़) out of the four words given:

Item 15	Boys	Girls	Total
Class I	25.00	6.25	16.67
Class II	48.00	60.00	52.50
Class III	81.82	46.15	68.57
Class IV	78.26	71.43	75.68
Class V	100.00	92.31	97.22

This Class I competency is attained by 16.67% children in Class I. It is at Class V level that 97.22% children are able to master it. However 81.82% boys in Class III have mastered this competency.

4.5.16. Competency: To read and identify the word (औरत)

Table 4.16.

Percentages of children who after seeing the picture are able to identify the word (औरत) out of the four words given:-

Item 16	Boys	Girls	Total
Class I	25.00	12.50	19.44
Class II	40.00	40.00	40.00
Class III	68.18	88.46	57.14
Class IV	65.22	71.43	67.57
Class V	95.65	76.92	88.89

This Class I competency is attained by only 19.44% children in Class I. It is at Class V level that 88.89% children are able to master this. However 88.46% girls in Class III are able to master this competency but it drops to 71.43% and 76.92% at Class IV and V respectively.

4.5.17. Competency: To read and identify the word (तलवार).

Table 4.17.

Percentages of children who after seeing the picture are able to identify the word (तलवार) out of the four words given:

Item 17	Boys	Girls	Total
Class I	40.00	18.75	30.56
Class II	48.00	53.33	50.00
Class III	86.36	61.54	77.14
Class IV	82.61	71.43	78.38
Class V	95.65	84.62	91.67

This Class I competency is attained by 30.56% children in Class I. It is at class V level that 91.67% children are able to master this competency. As indicated by percentages boys are doing better than girls.

4.5.18. Competency : To read and identify the word (हाथी).

Table 4.18.

Percentages of children who after seeing the picture are able to identify the word (हाथी) out of the four words given:-

Item 18	Boys	Girls	Total
Class I	35.00	18.75	27.78
Class II	60.00	60.00	60.00
Class III	72.73	46.15	62.86
Class IV	73.91	71.43	72.77
Class V	86.96	92.31	88.89

This Class I competency is attained by 27.78% children in Class I. It is at class V level that 88.89% children are able to master this competency.

4.5.19. Competency : To read and Identify the word (गोला).

Table 4.19.

Percentages of children who after seeing the picture are able to identify the word (गोला) out of the four words given:-

Item 19	Boys	Girls	Total
Class I	35.00	18.75	27.78
Class II	56.00	60.00	57.50
Class III	77.27	76.92	77.14
Class IV	91.30	64.29	81.08
Class V	95.65	100.00	97.22

This Class I competency is attained by 27.78% children in class I. It is at Class IV level that 81.08% children are able to attain this competency. But girls master the competency at 80% level at Class V only.

4.5.20. Competency . To read and carry out written instructions:(आम और चिड़िया पर काटा (x) लगाओ)

Table 4.20.

Percentages of children who are able to carry out the written instructions under a given picture:(आम और चिड़िया पर काटा (x) लगाओ)

Item 20	Boys	Girls	Total
Class I	15.00	6.25	11.11
Class II	44.00	46.67	45.00
Class III	63.64	61.54	62.86
Class IV	60.87	64.29	62.16
Class V	82.61	84.61	83.33

This Class II competency is attained by 45% children in Class II. It is at Class V level that 83.33% children are able to attain this competency.

4.5.21. Competency: To read and carry out written instructions (सबसे छोटी पेंसिल पर काटा (x) लगाओ)

Table 4.21.

Percentages of children who are able to carry out the written instructions under given picture: (सबसे छोटी पेंसिल पर काटा (×) लगाओ)

Item 21	Boys	Girls	Total
Class I	10.00	6.25	8.33
Class II	40.00	33.33	37.50
Class III	54.55	30.77	45.71
Class IV	60.87	57.14	59.46
Class V	82.61	69.23	77.78

This Class II competency is attained by only 37.50% children at Class II level. Even at Class V level only 77.78% children are able to master this competency. However 82.61% boys in Class V have attained this competency. As indicated by percentages boys are doing better than girls.

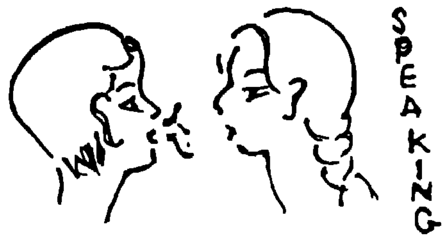
4.5.22. Competency : To read and carry out written instructions: (सबसे बड़ी किताब पर लिखो 'रमेश')

Table 4.22.

Percentages of children who are able to carry out written instructions under a given picture (सबसे बड़ी किताब पर लिखो 'रमेश')

Item 22	Boys	Girls	Total
Class I	15.00	6.25	11.11
Class II	44.00	26.67	37.50
Class III	54.55	53.85	54.29
Class IV	65.22	57.14	62.16
Class V	95.65	84.61	91.67

This class II competency is attained by 37.50% children in Class II. It is at Class V level that 91.67% children are able to attain this competency. As indicated by percentages boys are doing slightly better than girls.



4.5.23. Competency. To read and carry out written instructions:(तीन फूल वाले गुच्छे के नीचे लकीर खींचो)

Table 4.23.

Percentages of children who are able to carry out written instructions under a given picture:(तीन फूल वाले गुच्छे के नीचे लकीर खींचों)

Item 23	Boys	Girls	Total
Class I	15.00	0	8.33
Class II	40.00	20.00	32.50
Class III	50.00	46.15	48.57
Class IV	60.87	57.14	59.46
Class V	91.30	69.23	83.33

This Class II competency is attained by only 32.50% children in Class II. It is at Class V level that 83.33% children are able to attain this comptency. As indicated by percentages boys are doing better than girls. Even at Class V level only 69.23% of girls are able to perform this task.

4.5.24. Competency: To read and carry out written instructions:(इस गुटके के नीचे लकीर खींचो जिस पर 'ग' लिखा है)

Table 4.24.

Percentages of children who are able to carry out written instructions under a given picture (इस गुटके के नीचे लकीर खींचो जिस पर 'ग' लिखा है)

Item 24	Boys	Girls	Total
Class I	15.00	0	8.33
Class II	36.00	33.33	35.00
Class III	50.00	46.15	48.57
Class IV	56.52	50.00	54.05
Class V	95.65	76.92	88.89

This Class II competency is attained by only 35% children in Class II. It is at Class V level that 88.89% children are able to master this competency. As indicated by percentages boys are doing better than girls. Even at Class V level only 76.92 of girls are able to perform this task.

4.5.25. Competency · To read a sentence and match it with the right picture.

Table 4.25.

Percentages of children who are able to read the sentence (लड़की गेंद खेल रही है) and match it with the right picture.

Item 25	Boys	Girls	Total
Class I	10.00	6.25	8.33
Class II	16.00	40.00	25.00
Class III	54.55	30.77	45.71
Class IV	65.22	64.29	64.86
Class V	86.96	61.54	77.78

This Class I competency is attained by only 8.33% children in class I. Even at Class V level it is attained only by 77.78% children. However 86.96% boys in class V have been able to master this competency. As indicated by percentages boys are doing better than girls.

4.5.26. Competency: To read a sentence and match it with the right picture.

Table 4.26.

Percentages of children who are able to read the sentence (लड़की रो रही है) and match it with the right picture:

Item 26	Boys	Girls	Total
Class I	10.00	6.25	8.33
Class II	16.00	33.33	22.50
Class III	45.45	38.46	42.86
Class IV	65.22	57.14	62.16
Class V	73.91	53.85	66.67

This Class I competency is attained by only 8.33% children in Class I. Even at Class V level it is attained by only 66.67% children. As indicated by percentages boys are doing slightly better than girls.

4.5.27. Competency : To read a sentence and match it with the right picture.

Table 4.27.

Percentages of children who are able to read the sentence (लड़की कूद रही है) and match it with the right picture.

Item 27	Boys	Girls	Total
Class I	10.00	0	5.56
Class II	28.00	40.00	32.50
Class III	54.55	46.15	51.43
Class IV	65.22	50.00	59.46
Class V	78.26	53.85	69.44

This Class I competency is attained by only 5.56% children in class I. Even at Class V level only 69.44% children are able to master this competency. As indicated by percentages boys are doing better than girls.

4.5.28. Competency : To read a sentence and match it with the right picture.

Table 4.28.

Percentages of children who are able to read the sentence (लड़की गुड़िया से खेल रही है) and match it with the right picture

Item 28	Boys	Girls	Total
Class I	10.00	0	5.56
Class II	16.00	40.00	25.00
Class III	54.55	30.77	45.71
Class IV	65.22	50.00	59.46
Class V	82.61	61.54	75.00

This Class I competency is attained by only 5.56% children in Class I. Even at Class V level it is attained by 75% children only. However 82.61% boys in Class V are able to master this competency. Boys are doing better then girls.

4.5.29. Competency : To read a sentence and identify the correct picture.

Table 4.29.

Percentages of children who are able to read the sentence (लड़का गेद खेल रहा है) and match it with the picture

Item 29	Boys	Girls	Total
Class I	10.00	6.25	8.33
Class II	44.00	40.00	42.50
Class III	63.64	38.46	54.29
Class IV	69.57	71.43	70.27
Class V	91.30	84.62	88.89

This Class I competency is attained by only 8.33% children in Class I. It is at Class V level that 88.89% children are able to master this competency.

4.5.30. Competency : To read a sentence and identify the correct picture.

Table 4.30.

Percentages of children who are to read the sentence (मदन दाँत साफ कर रहा है) and match it with the picture

Item 30	Boys	Girls	Total
Class I	10.00	6.25	8.33
Class II	36.00	33.33	35.00
Class III	63.64	38.46	54.29
Class IV	69.57	71.43	70.27
Class V	95.65	76.92	88.89

This Class I competency is attained by 8.33% children in Class I. It is at Class V level that 88.89% children are able to master it. As indicated by percentages boys are doing better than girls in this competency. Even at Class V level only 76.92% girls perform this task.

4.5.31. Competency . To read a sentence and identify the correct picture.

Table 4.31.

Percentages of children who are able to read the sentence (राम किताब पढ़ रहा है) and match it with the picture

Iten 31	Boys	Girls	Total
Class I	10.00	0	5.56
Class II	12.00	13.33	12.50
Class III	36.36	30.77	34.29
Class IV	52.17	28.57	43.24
Class V	65.22	92.31	75.00

This Class I competency is attained by only 5.56% children in Class I. Even at Class V level it is mastered by 75% children. However 92.31% girls in Class V have been able to master this competency. It is because of the boys that the percentage has gone down to 75%. Girls are doing better than boys in Class V.

4.5.32. Competency : To read a sentence and identify the correct picture.

Table 4.32.

Percentages of children who are able to read the sentence (दो बच्चे स्कूल जा रहे हैं) and match it with the picture

Item 32	Boys	Girls	Total
Class I	10.00	6.25	8.33
Class II	40.00	33.33	37.50
Class III	63.64	38.46	54.29
Class IV	69.57	64.29	67.57
Class V	78.26	84.62	80.56

This Class I competency is attained by only 8.33% children in Class I. It is at Class V level that 80.56% children are able to master this competency. As indicated by percentages girls are doing better than boys. Even at Class V, only 78.26% of boys perform this task.

4.5.33. Competency : To read a sentence and identify the correct picture.

Table 4.33.

Percentages of children who are able to read the sentence (राधा नल से पानी भर रही है) and match it with the picture

Item 33	Boys	Girls	Total
Class I	10.00	6.25	8.33
Class II	40.00	33.33	37.50
Class III	63.64	46.15	57.14
Class IV	60.87	64.29	62.16
Class V	78.26	76.92	77.78

This Class I competency is attained by only 8.33% children in Class I. Even at Class V level this competency is attained by only 77.78% children.

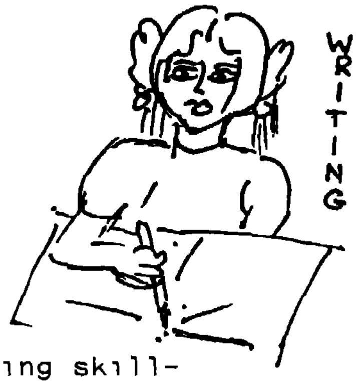
4.5.34. Competency : Comprehension and writing skill- to fill in the blank.

Table 4.34.

Percentages of children who are able to fill in the blank in a sentence choosing right word out of the four choices given (स्कूल में छुट्टी की घंटी बजते ही बच्चे .... की ओर चले)

Item 34	Boys	Girls	Total
Class I	0	0	0
Class II	12.00	0	7.50
Class III	31.82	7.69	22.86
Class IV	60.87	28.57	48.65
Class V	65.22	38.46	55.56

This Class IV competency is attained by 48.65% children in Class IV. Even at Class V level it is attained by 55.56%. As indicated by percentages boys are doing better than girls.



4.5.35. Competency : Comprehension and writing skill- to fill in the blank.

Table 4.35.

Percentages of children who are able to fill in the blank in a sentence choosing the right word out of four choices given (मैं चौथी ·—·—– में · पढ़ता हूँ)

Item 35	Boys	Girls	Total
Class i	0	0	0
Class II	8.00	6.67	7.50
Class III	13.64	0	8.57
Class IV	52.17	14.29	17.84
Class V	52.17	23.08	41.67

This Class IV competency is attained by 37.84% children in Class IV. Even at Class V level only 41.67% children are able to master this competency. Boys are doing better than girls.

4.5.36. Competency : Comprehension and writing skill- to fill in the blank.

Table 4.36.

Percentages of children who are able to fill in the blank in a sentence choosing the right word out of the four choices given (आओ ···· भी हमारे साथ खेलो)

Item 36	Boys	Girls	Total
Class I	0	0	0
Class II	0	6.67	2.5
Class III	4.55	7.69	5.71
Class IV	13.04	21.43	16.22
Class V	34.78	23.08	30.56

This Class IV competency is attained by 16.22% children in Class IV. Even at Class V level only 30.56% children are able to master this competency.

4.5.37. Competency : Comprehension and writing skill- To fill in the blank.

Table 4.37.

Percentages of children who are able to fill in the blank in a sentence choosing the right word out of the four choices given (मोहन के घर में वह और उस की माँ .... दो प्राणी हैं)

Item 37	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	22.73	0	14.29
Class IV	43.48	21.43	35.14
Class V	30.43	23.08	27.78

This Class IV competency is attained by 35.14% children in Class IV. At Class V level the percentage has gone down to 27.78. Boys are doing better than girls in this competency.

4.5.38. Competency : Comprehension and skill- to fill in the blank.

Table 4.38.

Percentages of children who are able to fill in the blank in a sentence choosing the right word out of the four choice given (आकाश में उड़ते-उड़ते चील ने नीचे की ओर देखा। नीचे धरती पर बाग में कुछ मोर नाच रहे थे। अनेक ...... पंखों को देखकर उसे बड़ी खुशी हुई)

Item 38	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	13.64	0	8.57
Class IV	26.09	14.29	21.62
Class V	39.13	7.69	27.78

This Class IV competency is attained by only 21.62% children, Even at Class V level only 27.78% children are able to master this competency. Boys are doing better than girls.

4.5.39. Competency : Read and Identify the Synonym.

Table 4.39.

Percentages of children who are able to identify a Synonym of (सम्मान – आदर)

Item 39	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	9.10	0	5.71
Class IV	21.74	21.43	21.62
Class V	30.43	30.77	30.56

This Class IV competency is attained by only 21.62% children in Class IV. Even at Class V level only 30.56% children are able to master this competency.

4.5.40. Competency : Read and identify a Synonym.

Table 4.40.

Percentages of children who are able to identify a Synonym (प्राचीन – पुराना)

Item 40	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	30.43	14.29	24.32
Class V	34.78	30.77	33.33

This Class IV competency is attained by only 24.32% children in Class IV. Even at Class V level only 33.33% children are able to master this competency.

/

4.5.41. Competency : Read and Identify the Synonym.

Table 4.41.

Percentages of children who are able to Identify a synonym (अधिकार – हक)

Item 41	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	0	0	0
Class V	0	0	0

This Class IV competency is attained by none of the children of Classes IV and V. However 2.86% children in Class III are able to identify the Synonym for (अधिकार).

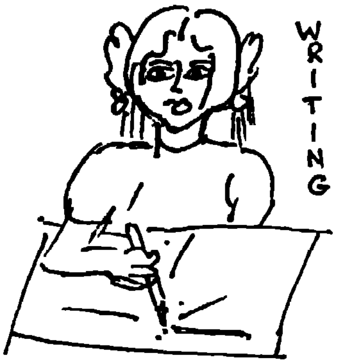
4.5.42. Competency : Read and identify the Synonym.

Table 4.42.

Percentages of children who are able to identify a Synonym of (मधुर – मीठा)

Item 42	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	4.35	14.29	8.11
Class V	4.35	0	2.78

This Class IV competency is attained by only 8.11 % children in Class IV. The figures for Class V are still lower than this i.e. 2.78% only.



4.5.43. Competency : Read and Identify the Synonym.

Table 4.43.

Percentages of children who are able to Identify a Synonym of (श्रम – मेहनत)

Item 43	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	13.04	7.14	10.81
Class V	4.35	0	2.78

This Class IV competency is attained by 10.81% children in Class IV. The figures for Class V are still lower than this i.e. 2.78% only.

4.5.44. **Competency : Read and identify the Antonym.**

Table 4.44.

Percentages of children who are able to identify the antonym of (कंगाल - धनवान)

Item 44	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	4.35	7.14	5.41
Class V	0	0	0

This Class IV competency is attained by only 5.41% children in Class IV. However none of the children of Class V have been able to identify an antoynm for (कंगाल).

4.5.45. Competency : Read and identify the Antonym.

Table 4.45.

Percentages of children who are able to identify an antonym of (परिचित अजनबी)

Item 45	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	8.70	7.14	8.11
Class V	21.74	30.77	25.00

This Class IV competency is attained by only 8.11% children in Class IV. Even at Class V level only 25% children are able to identify an Antonym for (परिचित).

4.5.46. Competency : Read and identify the antonym.

Table 4.46.

Percentages of children who are able to identify an antonym of (पूरा – अधूरा)

Item 46	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	17.39	7.14	13.51
Class V	21.74	15.38	19.44

This Class IV competency is attained by 13.51% children in Class IV. Even at Class V level only 19.44% children are able to identify an Antonym for (पूरा).

4.5.47. Competency : Read and identify the antonym.

Table 4.47.

Percentages of children who are able to Identify an Antonym of (शिक्षित - अनपढ़)

Item 47	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	4.35	0	2.70
Class V	0	0	0

This Class IV competency is attained by only 2.70% children in Class IV. Even in Class V no child is able to identify an antonym for (शिक्षित).

4.5.48. Competency : Read and identify the antonym.

Table 4.48

Percentages of children who are able to identify an antonym of (जोड़ना - घटाना)

Item 48	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	4.35	0	2.70
Class V	0	0	0

This Class IV competency is hardly attained by children upto Class V. Only 2.70% children in Class IV are able to identify an antonym for (जोड़ना).

4.5.49. Competency : Comprehension of a passage.

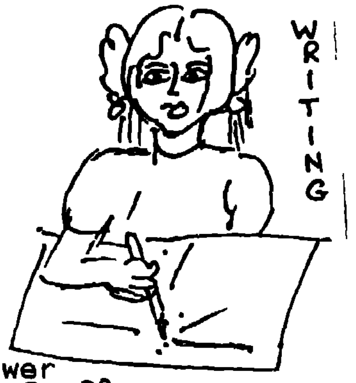


Table 4.49.

Percentages of children who could answer the question (नीता के अन्य कितने भाई और बहनें थीं)

Item 49	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	8.70	0	5.41
Class V	8.70	15.38	11.11

This Class V competency is attained by only 11.11% children in Class V.

4.5.50. Competency : Comprehension of a passage.

Table 4.50.

Percentages of children who could answer the question ("युद्ध में उन्हें वीरगति प्राप्त हुई" इस वाक्य का क्या अर्थ है ?)

Item 50	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	4.35	0	2.70
Class V	4.35	0	2.78

This Class V competency is attained by only 2.78% children in Class V.

4.5.51. Competency : Comprehension of a passage.

Table 4.51.

Percentages of children who could answer the question ('युद्ध में उन्हें ... इस वाक्य में 'उन्हें' किसके लिए आया है ?)

Item 51	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	0	0	0
Class V	4.35	15.38	8.33

This Class V competency is attained by only 8.33% children in Class V.

4.5.52. Competency : Comprehension of a passage.

Table 4.52.

Percentages of children who could answer the question (बच्चों में सबसे बड़ा कौन था ?)

Item 52	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	4.35	0	2.70
Class V	8.70	15.38	11.11

This Class V competency is attained by only 11.11% children in Class V.

4.5.53. Competency : Comprehension of a passage.

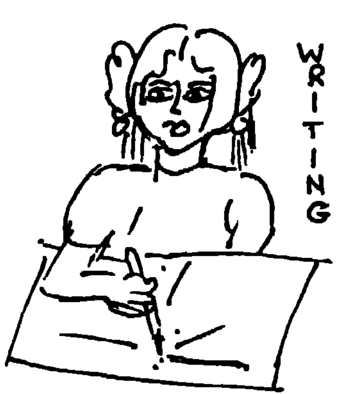


Table 4.53.

Percentages of children who could answer the question (स्कूल में जो सांस्कृतिक कार्यक्रम हुआ उसमें किसने भाग लिया।)

Item 53	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	9.10	0	5.71
Class IV	4.35	0	2.70
Class V	0	7.69	2.78

This Class V competency is attained by 2.78% children in Class V.

4.5.54. Competency : To take dictation of alphabets.

Table 4.54.

Percentages of children who are able to write the alphabet (ल)

Item 54	Boys	Girls	Total
Class I	27.27	50.00	37.5
Class II	76.00	100.00	85.00
Class III	86.36	69.23	80.00
Class IV	100.00	100.00	100.00
Class V	82.61	100.00	88.89

This Class I competency is attained by 37.5% children in Class I. It is in Class II that it is mastered by 85% children.

4.5.55. Competency : To take dictation of alphabets.

Table 4.55.

Percentages of children who are able to write the alphabet (न)

Item 55	Boys	Girls	Total
Class I	22.73	38.89	30.00
Class II	68.00	80.09	72.50
Class III	81.82	69.23	77.14
Class IV	82.61	92.86	86.49
Class V	78.26	84.62	80.56

This Class I competency is attained by 30% children in Class I. 80% girls in Class II are able to master it but the percentage drops to 69.23 at Class III level. At Class IV it goes up again to 92.86. Boys reach the 80% level by Class III.

4.5.56. Competency : To take dictation of alphabets.

Table 4.56.

Percentages of children who are able to write the alphabet (ज्ञ)

Item 56	Boys	Girls	Total
Class I	18.18	27.78	22.5
Class II	68.00	73.33	70.00
Class III	86.36	61.54	77.14
Class IV	91.30	85.71	89.19
Class V	73.91	92.31	80.56

This Class I competency is attained by only 22.5% children in Class I. However 86.36% boys in Class III are able to master this competency. In Class IV 89.19% children are able to master this competency . The percentage of boys drops to 73.91 at Class V level.

4.5.57. Competency : To take dictation of alphabets.

Table 4.57.

Percentages of children who are able to write the alphabet (ल)

Item 57	Boys	Girls	Total
Class I	22.73	27.78	25.00
Class II	72.00	80.00	75.00
Class III	86.36	69.23	80.00
Class IV	95.65	100.00	97.30
Class V	65.22	92.31	75.00

This Class I competency is attained by only 25% children in Class I. However 80% children in Class III are able to master this competency. Girls reach 80% competency only in Class IV. The percentage of boys who can perform this task drops to 65.22% at Class V level.

4.5.58. Competency : To take dictation of words.

Table 4.58.

Percentages of children who are able to write (रुप)

Item 58	Boys	Girls	Total
Class I	18.18	33.33	20.00
Class II	48.00	66.67	55.00
Class III	81.82	38.46	65.71
Class IV	73.91	71.43	72.97
Class V	73.91	69.23	72.22

This Class I competency is mastered by only 20% children in Class I. Even at Class V level it is mastered by 72.22% children. However 81.82% boys in Class III are able to master it but the percentages drop at Class IV and V levels.

4.5.59. Competency : To take dictation of words.

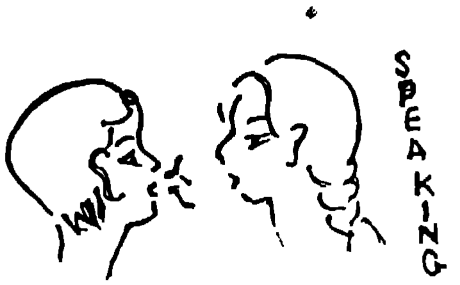


Table 4.59.

Percentages of children who are able to write (भालू)

Item 59	Boys	Girls	Total
Class I	4.55	5.56	5.00
Class II	24.00	33.33	27.50
Class III	31.82	38.46	34.29
Class IV	56.52	42.86	51.35
Class V	52.17	61.54	55.56

This Class I competency is attained by only 5% children in Class I. Even at Class V level only 55.56% children are able to master this competency.

4.5.60. Competency : To take dictation of words.

Table 4.60.

Percentages of children who are able to write (गुड़िया)

Item 60	Boys	Girls	Total
Class I	0	0	0
Class II	4.00	0	2.50
Class III	40.90	7.69	28.57
Class IV	39.13	21.43	32.43
Class V	30.43	61.54	41.67

This Class II competency is attained by 2.50% children in Class II. Even at Class V level only 41.67% children are able to master this competency.

4.5.61. Competency : To take dictation of words.

Table 4.61.

Percentages of children who are able to write (खाना)

Item 61	Boys	Girls	Total
Class I	4.55	5.56	5.00
Class II	40.00	46.67	42.50
Class III	77.27	38.46	62.86
Class IV	69.57	64.29	67.57
Class V	73.91	92.31	80.56

This Class II competency is attained by 42.50% children in Class II. It is however attained by 80.56% children in Class V. As indicated by percentages girls are doing better than boys in Class V.

4.5.62. Competency : To take dictation of words.

Table 4.62.

Percentages of children who are able to write (शिक्षक)

Item 62	Boys	Girls	Total
Class I	0	0	0
Class II	4.00	0	2.5
Class III	4.55	0	2.86
Class IV	21.74	14.29	18.92
Class V	21.74	15.38	19.44

This Class III competency is attained by 2.86% children in Class III. Even at Class V level only 19.44% children are able to master this competency.

4.5.63. Competency : To take dictation of words.

Table 4.63.

Percentages of children who are able to write (स्वतन्त्रता)

Item 63	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	7.69	2.86
Class IV	8.70	0	5.41
Class V	13.04	15.38	13.89

This Class III competency is attained by 2.86% children in Class III. Even at Class V level 13.89% children are able to attain this competency.

4.5.64. Competency : To take dictation of words.

Table 4.64.

Percentages of children who are able to write (कृषि)

Item 64	Boys	Girls	Total
Class I	0	0	0
Class II	0	6.67	2.5
Class III	0	7.69	2.86
Class IV	8.70	7.14	8.11
Class V	21.74	0	13.89

This Class IV competency is attained by 8.11% children in Class IV. Even at Class V level only 13.89% children are able to master this competency.

4.5.65. Competency : To take dictation of words.

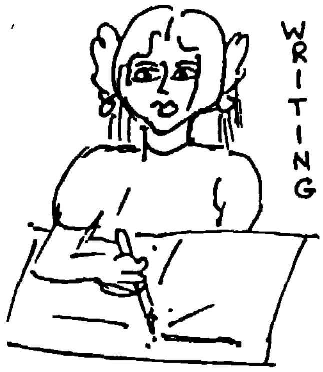


Table 4.65.

Percentages of children who are able write (विशेषण)

Item 65	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	0	0	0
Class V	4.35	0	2.78

This Class IV competency is not at all attained by Class IV children. Even at Class V level only 2.78% children are able to master this competency.

4.5.66. Competency : To take dictation of words.

Table 4.66.

Percentages of children who are able to write (साधारण)

Item 66	Boys	Girls	Total
Class I	0	0	0
Class II	0	6.67	2.50
Class III	0	7.69	2.86
Class IV	21.74	7.14	16.22
Class V	21.74	30.77	25.00

This Class V competency is attained by only 25% children in Class V.

4.5.67. Competency : To take dictation of words.

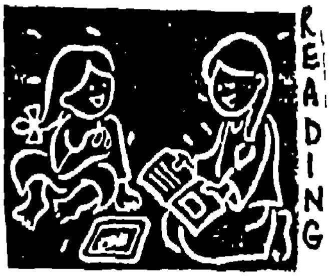


Table 4.67.

Percentages of children who are able to write (प्रसन्न)

Item 67	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	9.10	0	5.71
Class IV	8.70	7.14	8.11
Class V	17.39	7.69	13.89

This Class V competency is attained by only 13.89% children in Class V.

4.5.68. Competency : To take dictation of sentences.

Table 4.68.

Percentages of children who are able to write (यह आम का पेड़ है)

Item 68	Boys	Girls	Total
Class I	0	5.56	2.50
Class II	16.00	33.33	22.50
Class III	50.00	23.08	40.00
Class IV	65.22	64.29	64.86
Class V	86.96	76.92	83.33

This Class I competency is attained by only 2.5% children in Class I. It is however attained by 83.33% children in Class V. As indicated by percentages boys are doing better than girls at class V level.

4.5.69. Competency : To take dictation of sentences.

Table 4.69.

Percentages of children who are able to write (फूल बहुत सुन्दर होते हैं)

Item 69	Boys	Girls	Total
Class I	0	5.56	2.50
Class II	8.00	20.00	12.50
Class III	40.91	7.69	28.47
Class IV	52.17	21.43	40.54
Class V	65.22	61.54	63.89

This Class II competency is attained by only 12.5% children in Class II. Even at Class V level this is attained by only 63.87% children. As indicated by percentages boys are doing better than girls.

4.5.70. Competency ; To take dictation of sentences.

Table 4.70.

Percentages of children who are able to write (राखी की दुकान पर बहुत भीड़ थी)

Item 70	Boys	Girls	Total
Class I	0	0	0
Class II	0	20.00	7.5
Class III	40.91	0	25.71
Class IV	56.52	21.43	43.24
Class V	69.57	76.92	72.22

This Class III competency is attained by 25.71 children in Class III. Even at Class V level only 72.22% childre are able to master this competency. As indicated by percentage girls in Class V are doing slightly better than boys.

4.5.71. Competency : To take dictation of sentences.

Table 4.71.

Percentages of children who are able to write (छब्बीस जनवरी को परेड पर राष्ट्रपति सलामी लेते हैं)

Item 71	Boys	Girls	Total
Class I	0	0	0
Class II	0	6.67	2.5
Class III	13.64	7.69	11.43
Class IV	8.70	0	5.41
Class V	39.13	23.08	33.33

This Class IV competency is attained by only 5.41% children in Class IV. Even at Class V level only 33.33% children are able to master this competency. As indicated by percentages boys are doing slightly better than girls.

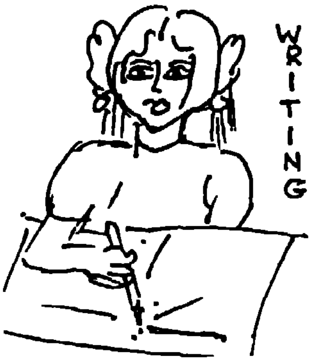
4.5.72. Competency : To take dictation of sentences.

Table 4.72.

Percentages of children who are able to write (तुम्हारा संगीत सुनकर हमारे सम्राट मुग्ध हो गए हैं)

Item 72	Boys	Girls	Total
Class I	0	0	0
Class II	0	6.67	2.5
Class III	18.18	0	11.43
Class IV	4.35	7.14	5.41
Class V	17.39	15.38	16.67

This Class V competency is attained by only 16.67% children in Class V.



To conclude, for language competencies sum-up table is given below to show the classes by which the competencies are mastered by children (80% or more) vis-a-vis the class at which they are expected to mastered:

Table 4.73. Showing the expected class and the actual attainment of language competencies by boys and girls

Competency	Expected class	Actual attainment in class	
		Boys	Girls
1. Following instruction:-			
(i) One instruction	I	II	I
(ii) Two instruction	I	II	I
(iii) Three instruction	I	III	IV
2. Reciting a Poem	II	III	II
3. Recognise alphabets			
(i) ग	I	III	II
(ii) क	I	II	II
(iii) त	I	III	III
(iv) म	I	II	II
(v) ह	I	III	II
4. Picture word matching			
(i) छाता	I	III	V
(ii) नल	I	III	IV
(iii) आम	I	IV	V
(iv) मछली	I	IV	V
(v) पतंग	I	III	V
(vi) पेड़	I	III	V
(vii) औरत	I	V	III
(viii) तलवार	I	III	V
(ix) हाथी	I	V	V
(x) गोला	I	IV	V
5. Read & do			
(i) आम और चिड़िया पर काटा (x) लगाओ	I	V	V
(ii) सबसे छोटी पेंसिल पर काटा (x) लगाओ	II	V	MNA
(iii) सबसे बड़ी किताब पर लिखो 'रमेश'	II	V	V
(iv) तीन फूल वाले गुच्छे के नीचे लकीर खींचो	II	V	MNA
(v) उस गुटके के नीचे लकीर खींचो जिस पर 'ग' लिखा है।	II	V	MNA

6. Picture sentence matching			
(i) लड़की गेंद से खेल रही है	I	V	MNA
(ii) लड़की रो रही है	I	MNA	MNA
(iii) लड़की कूद रही है	I	MNA	MNA
(iv) लड़की गुड़िया से खेल रही है	I	V	MNA
7. Identifying the correct picture			
(i) लड़का गेंद खेल रहा है	I	V	V
(ii) मदन दाँत साफ कर रहा है	I	V	MNA
(iii) राम किताब पढ़ रहा है	I	MNA	V
(iv) दो बच्चे स्कूल जा रहे हैं	I	MNA	V
(v) राधा नल से पानी भर रही है	I	MNA	MNA
8. Filling the blanks with right word			
(i) स्कूल में छुट्टी की घंटी बजते ही.....	IV	MNA	MNA
(ii) मैं चौथी ... में पढ़ता हूँ	IV	MNA	MNA
(iii) आओ .... भी हमारे साथ खेलो	IV	MNA	MNA
(iv) मोहन के घर में वह और उसकी....	IV	MNA	MNA
(v) आकाश में उड़ते-उड़ते चील ने...	IV	MNA	MNA
9. Identify synonyms			
(i) सम्मान	IV	MNA	MNA
(ii) प्राचीन	IV	MNA	MNA
(iii) अधिकार	IV	MNA	MNA
(iv) मधुर	IV	MNA	MNA
(v) श्रम	IV	MNA	MNA
10. Identify antonyms			
(i) कंगाल	IV	MNA	MNA
(ii) परिचित	IV	MNA	MNA
(iii) पूज्य	IV	MNA	MNA
(iv) शिक्षित	IV	MNA	MNA
(v) जोड़ना	IV	MNA	MNA
11. Comprehension of a passage			
(i) नीता के अन्य कितने भाई बहिन...	V	MNA	MNA
(ii) युद्ध में उन्हें वीरगति प्राप्त....	V	MNA	MNA
(iii) युद्ध में उन्हें ...... इस वाक्य	V	MNA	MNA
(iv) बच्चों में सबसे बड़ा कौन था	V	MNA	MNA

(v) सांस्कृतिक कार्यक्रम में किसने भाग लिया	V	MNA	MNA
12. Dictation of alphabet			
(i) ब	I	III	II
(ii) न	I	III	II
(iii) ञ	I	III	IV
(iv) ल	I	III	II
13. Dictation of words			
(i) रथ	I	III	MNA
(ii) आलू	I	MNA	MNA
(iii) गुड़िया	II	MNA	MNA
(iv) खाना	II	MNA	V
(v) शिक्षक	III	MNA	MNA
(vi) स्वतन्त्रता	III	MNA	MNA
vii) कृषि	IV	MNA	MNA
(viii) विशेषण	IV	MNA	MNA
(ix) साधारण	V	MNA	MNA
(x) प्रसन्न	V	MNA	MNA
14. Dictation of sentences			
(i) यह आम का पेड़ है	I	V	MNA
(ii) फूल बहुत सुन्दर होते हैं	II	MNA	MNA
(iii) राखी की दुकान पर बहुत भीड़ थी	III	MNA	MNA
(iv) हरीश जानवरों की पेड़ पर···	IV	MNA	MNA
(v) तुम्हारा संगीत सुन कर हमारे सम्राट मुग्ध हो गए हैं	V	MNA	MNA

** MNA - MASTERY NOT ATTAINED

It is clear from the table 4.73. that almost none of the competencies are mastered at the level by which they are expected to mastered. Children are lagging behind by one or two classes. But certain competencies where sentence reading is involved are not mastered at even class V level despite the fact that it is expected to be achieved in class I. Writing skills too are not being mastered by children. Children are not able to take dictation of words and sentences even at class v level. The data thus show that basic skills of reading and writing are not acquired by children even at class V level. It is therefore only to be expected that more difficult competencies like reading,

comprehension of an unfamiliar passage, acquaintance with synonyms and antonyms etc. which are expected to be mastered in the higher classes are not learnt at all by children. From the results, it emerges that children are probably acquiring skills/competencies upto barely class III level. Not much gender differences are observed except in competencies such as picture-word matching, read and do, and picture-sentence matching where girls are lagging behind the boys.

CHAPTER V

5. CHILDREN'S COMPETENCIES IN MATHEMATICS

5.1. Mathematics Test

The test consisted of 22 items which were developed keeping in view the competencies expected to be mastered from Class I to V. Like the language test this also was a continuous test and children were given enough time to complete as many items as they could.

5.2. The competencies in mathematics included in the tests started from readiness skills such as identifing big-small etc.and went up to Class V competencies such as problems of division and multiplication requiring computational skills as well as knowledge to apply mathematical concepts to solve problems of day to day life.

5.3. The test was pilot tested on a group of children in a three teacher school at Nainital and then finalised.

5.4. Competencies for Mathematics

5.4.1. Identification of big and small.

5.4.2. Identification of long and short.

5.4.3. Identification of four cornered figures.

5.4.4. Counting and identification of the circle which has 9 objects.

5.4.5. Writing of numbers in sequence -

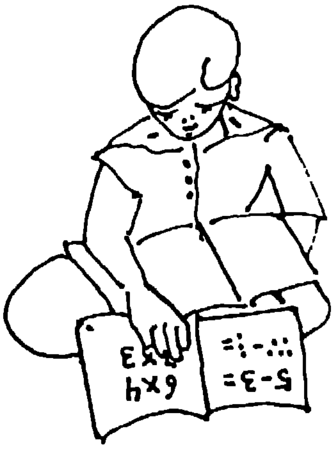
(a) When numbers are upto 10.

(b) When numbers are upto 35.

(c) When numbers are upto 45.

(d) When numbers are upto 75.

(e) Backward sequence.



5.4.6. Writing what comes before :-

(a) 26

(b) 45

(c) 100

5.4.7. Matching the picture of a coin with its number:-

(a) 10 paisa coin with number 10.

(b) 25 paisa coin with number 25.

(c) 50 paisa coin with number 50.

(d) 1 Rupee coin with number 100.

5.4.8. Writing the number in expanded form -

(a) 32

(b) 70

5.4.9. Addition of:-

(a) Numbers with sum not exceeding 18.

(b) Numbers with sum not exceeding 18, when one of the number is a two digit number.

(c) Three numbers with sum not exceeding 18.

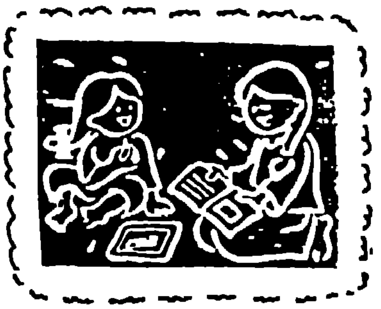
(d) Two digit numbers without carrying.

(e) Two digit numbers without carrying, when one number is reverse of the other.

(f) Two 3 digit numbers without carrying.

(g) Two 3 digit numbers with carrying.

(h) Two 4 digit numbers with carrying.



5.4.10. Subtraction of -

(a) A smaller one digit number from a larger one digit number.

(b) A smaller one digit number from a larger one digit number.

(c) Two digit numbers without borrowing.

(d) Three digit numbers without borrowing.

(e) Four digit numbers with borrowing.

5.4.11. Comparision of numbers using > and < signs when the numbers are from :-

(a) 1 to 10.

(b) 42 to 51.

(c) 78 to 1113.

(d) 7119 to 7160.

5.4.12. To name the days of a week.

5.4.13. To name the months of a year.

5.4.14. Write the numeral when it is given in words:-

(a) 22.

(b) 59.

(c) 355.

(d) 739.

(e) 2593.

5.4.15. Write the numeral in words :-

(a) 21.

(b) 45.

(c) 283.

(d) 550.

(e) 3868.

5.4.16. Write numbers in ascending and descending order -

(a) Ascending order.

(b) Descending order.

5.4.17. Identifying the place value of numbers -

(a) 7 in 72.

(b) 2 in 825.

(c) 5 in 501.

(d) 6 in 6666.

(e) 0 in 9090.

5.4.18. Writing the expanded form of numbers -

(a) 82.

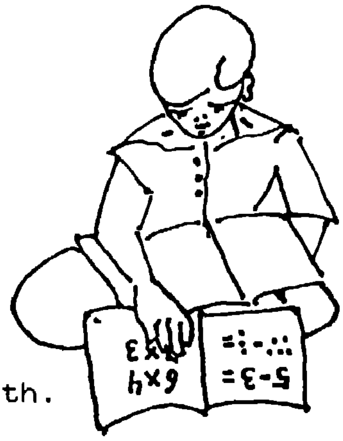
(b) 210.

(c) 406.

(d) 7000.

5.4.19. Solving a simple problem given in words where multiplication is required.

5.4.20. Solving a simple problem given in words where multiplication is required.



5.4.21. To know the number of weeks in a month.

5.4.22. To name any round object.

5.4.23. Multiplication of:-

(a) One digit number by one digit number.

(b) Two digit number by one digit number.

(c) Two digit number by two digit number ie.10.

(d) Two digit number by two digit number.

(e) Three digit number by two digit number.

5.4.24. Division of:-

(a) A three digit number by 4.

(b) A three digit number by 5.

(c) A three digit number by 8.

5.4.25. Knowledge of geometric shapes their angles and sides:-

a-1 Angles of a rectangle.

a-2 Sides of a rectangle.

b-1 Angles of a triangle.

b-2 Sides of a triangle.

c-1 Angles of a square.

c-2 Sides of a square.

5.4.26. Knowledge of Fractions:-

(a) What part is the shaded area of a rectangle.

(b) Shading the required fraction of a square.

Table 5.2.

Percentages of children who can identify long and short

Item 2	Boys	Girls	Total
Class I	72.73	88.89	80.00
Class II	100	93.33	97.50
Class III	100	100	100
Class IV	95.65	92.86	94.59
Class V	100	92.31	97.22

This competency of identifying long and short is mastered by 80% children in Class I itself. As indicated by the percentages girls in Class I i.e. 88.89% are doing better than boys i.e. 72.73%. It is because of the girls that the overall percentage has reached 80% in Class I.

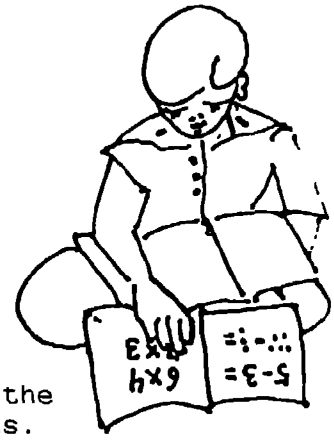
5.5.3. Competency : Identification of four cornered figure when figures given are a rectangle, a triangle, a circle a square and a hexagon.

Table 5.3.

Percentages of children who can identify one/two shapes that have four corners

Item 3	One shape			Two shapes		
	Boys	Girls	Total	Boys	Girls	Total
Class I	54.55	66.67	60	22.73	11.11	17.5
Class II	72.00	53.33	65	28.00	20.00	25.00
Class III	81.82	53.85	71.43	45.45	38.46	42.86
Class IV	73.91	57.14	67.57	47.83	42.86	45.95
Class V	95.65	76.92	88.88	60.87	30.77	50.00

This Class I competency of identifying one of the two four cornered figures seems to be mastered by 80% children only in Class V. However only 50% children of Class V level are able to indicate both the four cornered figures. It is probably due to lack of attention span.



5.5.4. Competency : Counting and Identifying the circle which had 9 objects.

Table 5.4.

Percentages of children who can Identify the circle which had 9 objects

Item 4	Boys	Girls	Total
Class I	50.00	55.56	52.50
Class II	92.00	86.67	90.00
Class III	86.36	100.00	91.43
Class IV	95.65	78.57	89.19
Class V	95.65	92.31	94.44

This Class I competency of counting and identifying the circle which has 9 objects is mastered by only 52.5% Class I children. However it is mastered by 90% children in Class II. Boys are doing slightly better than girls.

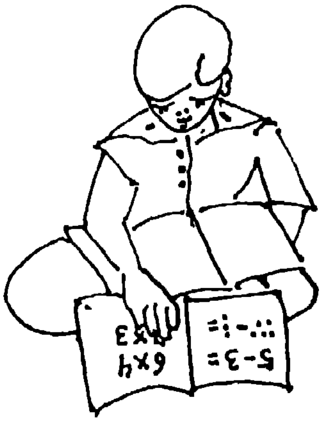
5.5.5. Competency : Writing of numbers in a sequence when numbers are upto 10.

Table 5.5.

Percentages of children who can write numbers in a sequence when numbers are upto 10

Item 5.1	Boys	Girls	Total
Class I	40.91	33.33	37.50
Class II	72.00	73.33	72.50
Class III	90.91	76.92	85.71
Class IV	95.65	85.71	91.89
Class V	91.30	100	94.44

This competency is expected to be mastered at Class I level but it is actually mastered by 80% children only in Class III. As indicated by the percentages boys in Class III i.e.90.91 are doing better than girls i.e. 76.92. It is because of the boys that the overall percentage has reached 85.71 in Class III. 80% of the girls are able to do it by Class IV level.



5.5.6. Competency . Writing of numbers in a sequence when numbers are upto 35.

Table 5.6.

Percentages of children who can write numbers in a sequence when numbers are upto 35

Item 5.2	Boys	Girls	Total
Class I	9.09	5.56	7.5
Class II	32.00	20.00	27.50
Class III	50.00	0	31.43
Class IV	65.22	28.57	51.35
Class V	78.26	61.54	72.22

This Class I competency is hardly mastered in Class I. For that matter it is not even mastered by 80% in Class V. As percentages indicate it is only 72.22% children in Class V who can attain this competency. Boys are doing better than girls in this competency.

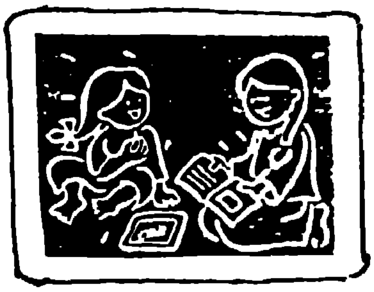
5.5.7. Competency : Writing of numbers in a sequence when numbers are upto 45.

Table 5.7.

Percentages of children who can write numbers in a sequence when numbers are upto 45

Item 5.3	Boys	Girls	Total
Class I	9.09	5.56	7.5
Class II	32.00	13.33	25
Class III	50.00	7.69	34.29
Class IV	78.26	35.71	62.16
Class V	73.91	53.85	66.67

This competency again expected to be mastered at Class I, is hardly mastered during the primary school. As the percentages indicate it is not mastered by 80% children even in



Class V. In Class V it is mastered by 66.67% children. Boys are doing better than girls.

5.5.8. Competency . Writing of numbers in a sequence when number are upto 75.

Table 5.8.

Percentages of children who can write numbers in a sequence when numbers are upto 75

Item 5.4	Boys	Girls	Total
Class I	9.09	5.56	7.5
Class II	36.00	20.00	30.00
Class III	50.00	7.69	34.29
Class IV	73.91	42.86	62.16
Class V	86.96	61.54	77.78

This is again a competency expected to be mastered in Class I. As the percentages indicate it is not even mastered in Class V if overall percentage is taken into consideration. However, 86.96% boys have attained is competency in Class V. It is because of girls that the overall percentage has gone as low as 77.78.

5.5.9. Competency : Writing of numbers in a backward sequence.

Table 5.9.

Percentages of children who can write numbers in a backward sequence

Item 5.5	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	8.70	0	5.41
Class V	8.70	0	5.56

This Class I competency is hardly mastered at all even in Class V. As indicated by the percentages, only 8.70% boys are able to attain this competency. Perhaps children are not drilled in this activity at all.

5.5.10. Competency : Writing what comes before 26.

Table 5.10.

Percentages of children who are able to write what comes before 26

Item 6.1	Boys	Girls	Total
Class I	9.09	0	5.00
Class II	16.00	13.33	15.00
Class III	36.36	7.69	25.71
Class IV	56.52	28.57	45.95
Class V	73.91	38.46	61.11

This Class I competency is hardly mastered in Class I. Even in Class V only 61.11% children are able to attain this competency. As percentages indicate boys are doing better than girls in this competency.

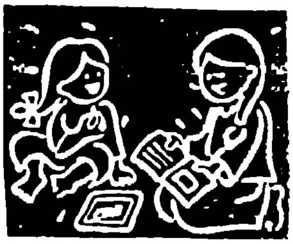
5.5.11. Competency · Writing what comes before 45.

Table 5.11.

Percentages of children who are able to write what comes before 45

Item 6.2	Boys	Girls	Total
Class I	9.09	0	5.00
Class II	8.00	13.33	10.00
Class III	27.27	7.69	20.00
Class IV	52.17	21.43	40.54
Class V	65.22	38.46	65.56

This Class I competency is attained by only 5% children in Class I. This is not attained by 80% children even in



Class V. As indicated by the percentages boys are doing better than girls.

5.5.12. Competency Writing what comes before 100.

Table 5.12.

Percentages of children who are able to write what comes before 100

Item 6.3	Boys	Girls	Total
Class I	9.09	0	5.00
Class II	16.00	13.33	15.00
Class III	36.36	7.69	25.71
Class IV	47.83	28.57	40.54
Class V	73.91	38.46	61.11

This Class I competency is attained by only 5% children in Class I. Even at Class V level only 61.11% children are able to attain this competency. As indicated by percentages boys are doing much better than girls.

5.5.13. Competency . Matching the picture of 10 paisa coin with number 10.

Table 5.13.

Percentages of children who can match the picture of 10 paisa coin with number 10

Item 7.1	Boys	Girls	Total
Class I	22.73	5.56	15.00
Class II	40.00	40.00	40.00
Class III	77.27	46.15	65.71
Class IV	73.91	64.29	70.27
Class V	95.65	61.54	83.33

This Class I competency is mastered by only 15% children in Class I. However this is mastered by 83.33% children in Class V. As indicated by percentages boys are doing much

better than girls. It is because of boys that the overall percentage in Class V has reached 83.33%.

5.5.14. Competency . Matching the picture of 25 paisa coin with number 25.

Table 5.14.

Percentages of children who can match the picture of 25 paisa coin with number 25

item 7.2	Boys	Girls	Total
Class I	22.73	5.56	15.00
Class II	44.00	20.00	35.00
Class III	72.73	53.85	65.71
Class IV	69.57	64.29	67.57
Class V	91.30	61.54	80.56

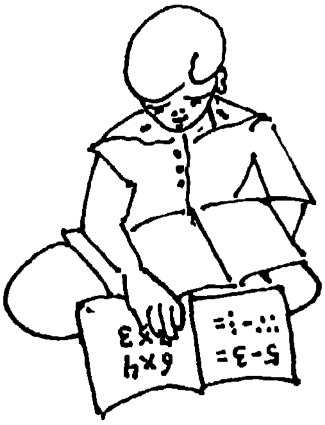
This Class I competency is attained only by 15% children in Class I. It gets mastered by 80.56% children only in Class V. As indicated by percentages boys are doing better than girls. It is because of boys that the overall percentage in Class V has reached 80.56%.

5.5.15. Competency : Matching the picture of 50 paisa coin with number 50.

Table 5.15.

Percentages of children who can match the picture of 50 paisa coin with number 50

Item 7.3	Boys	Girls	Total
Class I	18.18	5.56	12.50
Class II	28.00	20.00	25.00
Class III	68.18	46.15	60.00
Class IV	69.57	42.86	59.46
Class V	91.30	61.54	80.56



This Class I competency is attained by 12.50% children in Class I. It is only in Class V that it gets mastered by 80.50% children. As percentages indicate boys i.e. 91.30% are doing much better than girls i.e. 61.54%. It is because of boys that the overall percentage in Class V has reached 80.56.

5.5.16. Competency : Matching the picture of one rupee coin with number 100.

Table 5.16.

Percentages of children who can match the picture of One rupee coin with number 100.

Item 7.4	Boys	Girls	Total
Class I	9.09	5.56	7.50
Class II	24.00	20.00	22.50
Class III	50.00	30.77	42.86
Class IV	65.22	42.86	56.71
Class V	91.30	53.85	77.78

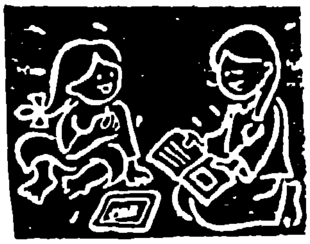
This Class II competency is mastered by 22.5% children in Class II. The overall percentage in Class V is also less than 80%. However boys in Class V are doing much better than girls, 91.30% boys in Class V have attained this competency where as only 53.85% girls have attained it.

5.5.17. Competency : Writing of number 32 in expanded form.

Table 5.17.

Percentages of children who can write 32 in expanded form.

Item 8.1	Boys	Girls	Total
Class I	0	0	0
Class II	0	6.67	2.50
Class III	50.00	23.08	40.00
Class IV	39.13	21.43	32.43
Class V	52.17	38.46	47.22



This Class II competency is attained by only 2.5% children in Class II. Even at Class V level it is attained by 47.22% children. As percentages indicate boys are doing better than girls in this competency.

5.5.18. Competency · Writing of number 70 in expanded form.

Table 5.18.

Percentages of children who can write 70 in expanded form

Item 8.2	Boys	Girls	Total
Class I	0	0	0
Class II	0	6.67	2.50
Class III	36.36	23.08	31.43
Class IV	52.17	14.29	37.84
Class V	52.17	38.46	47.22

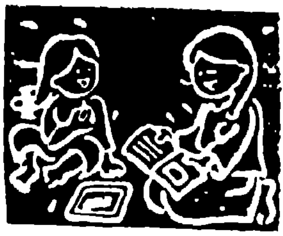
This Class II competency is attained by only 2.5% children in Class II. Even at Class V level it is attained by 47.22% children. As percentages indicate boys are doing better than girls in this competency.

5.5.19. Competency . Addition of numbers with sum not exceeding 18 (8+5).

Table 5.19.

Percentages of children who can add numbers with sum not exceeding 18

Item 9.1	Boys	Girls	Total
Class I	9.09	5.56	7.50
Class II	40.00	33.33	37.50
Class III	63.64	46.15	57.14
Class IV	82.61	57.14	72.97
Class V	86.96	84.62	86.11



This Class I competency is attained [illegible] by 7 [illegible]% children in Class I. It is only in Class V that 8[illegible]% children are able to do this. As percentages indicate boys are doing slightly better than girls. 80% of the boys master this competency at Class IV level.

5.5.20. Competency : Addition of numbers with sum not exceeding 18, when one of number is a two digit number (8+10)

Table 5.20.

Percentages of children who can add numbers with sum not exceeding 18, when one of the number is a two digit number

Item 9.2	Boys	Girls	Total
Class I	9.09	5.56	7.50
Class II	40.00	33.33	37.50
Class III	68.18	38.46	57.14
Class IV	69.57	50.00	62.16
Class V	91.30	84.62	88.89

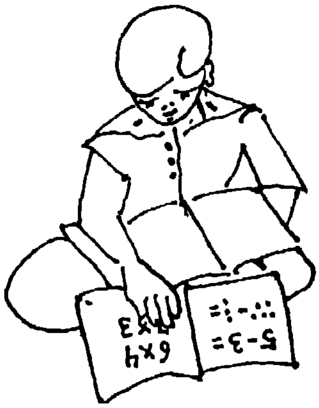
This Class I competency is attained only by 37.5% children in Class I. It is only in Class V that 88.87% children are able to do this. As percentages indicate boys are doing better than girls in this competency.

5.5.21. Competency : Addition of three numbers with sum not exceeding 18 (2+5+7)

Table.5.21.

Percentages of children who can add three numbers with sum not exceeding 18

Item 9.3	Boys	Girls	Total
Class I	9.09	5.56	7.50
Class II	20.00	33.33	25.00
Class III	63.64	23.08	48.57
Class IV	69.57	28.57	54.05
Class V	91.30	76.92	86.11



This Class II competency is attained only by 25% children in Class II. It is only in Class V that 86.11% children are able to do this. As percentages indicate boys are doing much better than girls. It is because of boys that the overall percentage has risen to 86.11%.

5.5.22. Competency Addition of two digit numbers without carrying (55+22)

Table 5.22.

Percentages of children who can add two digit numbers without carrying

Item 9.4	Boys	Girls	Total
Class I	4.55	5.56	5.00
Class II	28.00	33.33	30.00
Class III	63.64	38.46	54.29
Class IV	65.22	28.57	51.35
Class V	91.30	76.92	86.11

This Class II competency is attained by 30% children in Class II. It is only in Class V that this competency is attained by 86.11% children. As indicated by percentages boys are doing better than girls in this competency. Even at Class V level, only 76.92% of the girls have mastered this competency.

5.5.23. Competency · Addition of two digit numbers without carrying when one number is the reverse of the other (72+27)

Table 5.23.

Percentages of children who can add two digit numbers without carrying when one number is the reverse of the other

Item 9.5	Boys	Girls	Total
Class I	4.55	5.56	5.00
Class II	28.00	33.33	30.00
Class III	54.55	38.46	49.57
Class IV	60.87	28.57	48.65
Class V	86.96	84.62	86.11

This Class II competency is attained by 30% children in Class II. It is only in Class V that 86.11% children are able to master this competency. As percentages indicate boys are doing slightly better than girls.

5.5.24. Competency : Addition of two 3 digit numbers without carrying (300+400)

Table 5.24.

Percentages of children who can add two 3 digit number without carrying

Item 9.6	Boys	Girls	Total
Class I	0	5.56	2.5
Class II	24.00	26.67	25.00
Class III	54.55	38.46	48.57
Class IV	69.96	35.71	56.76
Class V	86.96	69.23	80.56

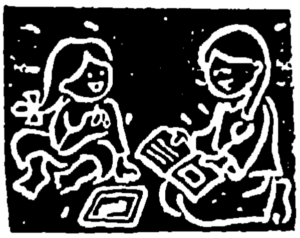
This Class III competency is attained by 48.5% children in Class III. It is only in Class V that 80.56% children are able to master this competency. As percentages indicate boys are doing better than girls in this competency. It is because of boys that the percentage has risen to 80.56 in Class V. Even at Class V level, only 69.23% of the girls have mastered this competency.

5.5.25. Competency · Addition of 3 digit numbers with carrying (57+463)

Table 5.25.

Percentages of children who can add 3 digit numbers with carrying

Item 9.7	Boys	Girls	Total
Class I	0	5.56	2.5
Class II	0	0	0
Class III	22.73	7.69	17.14
Class IV	34.78	21.43	29.73
Class V	78.26	69.23	75.00



This Class III competency is attained by 17.14% children in Class III. As percentages indicate even at Class V level this competency is not attained by 80% children. Only 75% children are able to master this competency in Class V. Boys are doing better than girls in this competency

5.5.26. Competency : Addition of 4 digit numbers with carrying (6455+2571).

Table 5.26.

Percentages of children who can add 4 digit numbers with carrying

Item 9.8	Boys	Girls	Total
Class I	0	5.56	2.50
Class II	0	6.67	2.50
Class III	18.18	7.69	14.29
Class IV	56.52	35.71	48.65
Class V	82.61	76.92	80.56

This Class III competency is attained by only 14.29% children in Class III. It is only in Class V that 80.56% children are able to do it. As percentages indicate boys are doing better in this competency. It is because of them that the overall percentage has reached 80.56% in Class V.

5.5.27. Competency : Subtraction of a smaller one digit number from a larger one digit number (7-4).

Table 5.28.

Percentages of children who can subtract smaller number from larger number

Item 10.1	Boys	Girls	Total
Class I	9.09	5.56	7.50
Class II	24.00	26.67	25.00
Class III	54.55	30.77	45.71
Class IV	65.22	42.86	56.76
Class V	86.96	61.54	77.78

This Class I competency is attained by only 7.5% children in Class I. Even at Class V level only 77.78% children are able to master it. However 86.96% boys in Class V have been able to master this competency. As indicated by percentages boys are doing better than girls in this competency.

5.5.28. Competency : Subtraction of smaller one digit number from larger one digit number (8-6).

Table 5.28.

Percentages of children who can subtract smaller number from larger number

Item 10.2	Boys	Girls	Total
Class I	9.09	5.56	7.50
Class II	24.00	26.67	25.00
Class III	59.09	30.77	48.57
Class Iv	60.87	42.86	54.05
Class V	86.96	53.85	75.00

This Class I competency is attained by only 7.50% children in Class I. Even in Class V only 75% children are able to master it. However 86.96% boys are able to master this competency. As indicated by percentages boys are doing better than girls in this competency.

5.5.29. Competency : Subtraction of 2 digit numbers without borrowing (58-30).

Table 5.29.

Percentages of children who can subtract 2 digit numbers without borrowing

Item 10.3	Boys	Girls	Total
Class I	0	0	0
Class II	12.00	20.00	15.00
Class III	54.55	15.38	40.00
Class IV	60.87	28.57	48.65
Class V	73.91	46.15	63.89

This Class II competency is attained by only 15% children in Class II. Even at Class V level only 63.89% children are able to master this competency. As indicated by percentages boys are doing better than girls in this competency.

5.5.30. Competency : Subtraction of 3 digit numbers without borrowing (168-145).

Table 5.30.

Percentages of children who can subtract 3 digit numbers without borrowing

Item 10.4	Boys	Girls	Total
Class I	0	5.56	2.50
Class II	12.00	6.67	10.00
Class III	36.36	0	22.86
Class IV	43.48	21.43	35.14
Class V	65.22	53.85	61.11

This Class III competency is attained by only 22.86% children in Class III. Even at Class V level only 61.11% children are able to master this competency. As indicated by percentages, boys are doing better than girls in this competency.

5.5.31. Competency : Subtraction of 4 digit numbers with borrowing (2390-1208).

Table 5.31.

Percentages of children who can subtract 4 digit numbers with borrowing

Item 10.5	Boys	Girls	Total
Class I	0	0	0
Class II	4.00	6.67	5.00
Class III	13.64	7.69	11.43
Class IV	30.43	21.43	27.03
Class V	52.17	46.15	50.00

This Class IV competency is attained by only 27.03% children in Class IV. Even at Class V level only 50% children are able to master this competency. As indicated by percentages boys are doing better than girls in this competency.

5.5.32. Competency : Comparison of numbers from 1 to 10 using > and < signs

Table 5.32.

Percentages of children who can compare numbers using > and < signe when numbers are from 1 to 10

Item 11.1	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	18.18	0	11.43
Class IV	30.43	7.14	21.62
Class V	60.87	58.85	58.33

This Class III competency is attained by only 11.43% children in Class III. Even at Class V level only 58.33% children are able to master this competency. As percentages indicate boys are doing better than girls in this competency.

5.5.33. Competency Comparison of numbers from 42 to 51 using > and < signs.

Table 5.33.

Percentages of children who can compare numbers using > and < signs when numbers are from 42 to 51

Item 11.2	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	13.64	0	8.57
Class IV	30.43	7.14	21.62
Class V	56.52	30.77	47.22

This Class III competency is attained by only 8.57% children in Class III. Even at Class V level only 47.22% children are able to master this competency. As indicated by percentages boys are doing better than girls in this competency.

5.5.34. Competency : Comparison of numbers from 78 to 1113 using > and < signs.

Table 5.34.

Percentages of children who can compare numbers using > and < signs when numbers are from 78 to 1113

Item 11.3	Boys	Girls	Total
Class I	0	0	0
Class II	0	6.67	2.50
Class III	18.18	0	11.43
Class IV	26.09	7.14	18.92
Class V	47.83	38.46	44.44

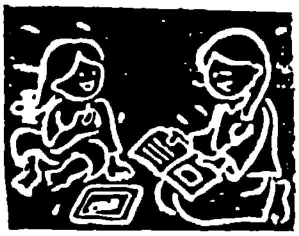
This Class IV competency is attained by only 18.92% children in Class IV. Even at Class V level only 44.44% children are able to master this competency. As indicated by percentages boys are doing better than girls in this competency.

5.5.35. Competency : Comparison of numbers from 7119 to 7160 using > and < signs.

Table 5.35.

Percentages of children who can compare numbers using > and < signs when numbers are from 7119 to 7160

Item 11.4	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	4.35	0	2.70
Class V	43.48	46.15	44.44



This Class IV competency is attained by only 2.70% children in Class IV. Even at Class V level only 44.44% children are able to master this competency. As indicated by percentages girls are doing better than boys in Class V.

5.5.36. Competency · To name the days of a week.

Table 5.36.

Percentages of children who know the days of a week

Item 12	Boys	Girls	Total
Class I	4.55	0	2.50
Class II	4.00	0	2.50
Class III	40.91	7.70	26.57
Class IV	56.52	28.57	45.95
Class V	69.57	61.54	66.67

This Class I competency is attained by 2.5% children in Class I. Even at Class V level only 66.67% children are able to master this competency. As indicated by percentages boys are doing better than girls.

5.5.37. Competency . To name the months of a year.

Table 5.37.

Percentages of children who can name the months of a year

Item	Boys	Girls	Total
Class I	0	0	0
Class II	4.00	6.67	5.00
Class III	27.27	0	17.14
Class IV	17.39	7.14	13.51
Class V	39.13	38.46	38.89

This Class II competency is attained by only 5% children in Class II. Even at Class V level only 38.89% children are able to master this competency. As indicated by percentages boys are doing better than girls in Classes III, IV and V. It is only in Class II that girls are doing slightly better than boys.

5.5.38. Competency : Write numeral 22 when it is given in words.

Table 5.38.

Percentages of children who can write the numeral 22 after reading it in words

Item 14.1	Boys	Girls	Total
Class i	0	0	0
Class II	8.00	13.33	10.00
Class III	45.45	30.77	40.00
Class IV	56.52	28.57	45.95
Class V	65.22	46.15	58.33

This Class I competency is attained by none of the children in Class I. Even at Class V level only 58.33% children are able to master this competency. As indicated by percentages boys are doing better than girls.

5.5.39. Competency : Write numeral 59 when it is given in words.

Table 5.39.

Percentages of children who can write the numeral 59 after reading it in words

Item 14.2	Boys	Girls	Total
Class I	0	0	0
Class II	4.00	0	2.50
Class III	18.18	0	11.43
Class IV	26.09	14.29	21.62
Class V	43.48	7.69	30.56

This Class I competency is attained by none of the children in Class I. Even at Class V level only 30.56% children are able to master this competency. As indicated by percentages boys are doing better than girls.

Table 5.42.

Percentages of children who can write the numeral 2593 after reading it in words

Item 14.5	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	13.64	0	8.57
Class IV	8.70	14.29	10.81
Class V	21.74	30.77	25.00

This Class IV competency is attained by only 8.57% children in Class IV. Even at Class V level it is attained by 25% children only. As indicated by percentages girls are doing better than boys.

5.5.43. Competency : Writing numeral 21 in words.

Table 5.43.

Percentages of children who can write the numeral 21 in words

Item 15.1	Boys	Girls	Total
Class I	0	0	0
Class II	0	6.67	2.50
Class III	27.27	23.08	25.71
Class IV	52.17	21.43	40.54
Class V	73.91	30.77	58.33

This Class III competency is attained by only 25.71% children in Class III. Even at Class V level it is attained by 58.33% children only. As indicated by percentages boys are doing better than girls.

5.5.44. Competency : Writing numeral 45 in words.

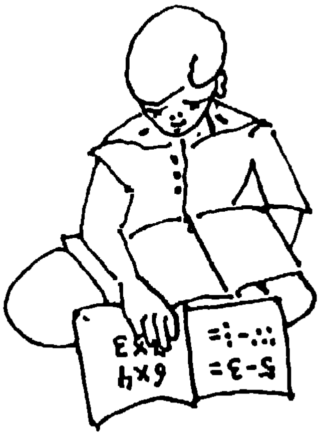


Table 5.44.

Percentages of children who can write the numeral 45 in words

Item 15.2	Boys	Girls	Total
Class I	0	0	0
Class II	0	6.67	2.50
Class III	2.73	15.38	20.00
Class Iv	47.83	21.43	37.84
Class V	65.22	30.77	52.78

This Class III competency is attained by only 20% children in Class III. Even at Class V level it is attained by 52.78% children only. As indicated by percentages boys are doing better than girls.

5.5.45. Competency : Writing numeral 283 in words.

Table 5.45.

Percentages of children who can write the numeral 283 in words

Item 15.3	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	13.64	0	8.57
Class IV	26.09	0	16.22
Class V	43.48	7.69	30.56

This Class IV competency is attained by 16.22% children in Class IV. Even at Class V level it is attained by 30.56% children only. As indicated by percentages boys are doing better than girls.

5.5.46. Competency : Writing numeral 550 in words.

Table 5.46.

Percentages of children who can write the numeral 550 in words

Item 15.4	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	18.18	0	11.43
Class IV	39.13	21.43	32.43
Class V	56.52	30.77	47.22

This Class IV competency is attained by 32.43% children in Class IV. Even at Class V level it is attained by 47.22% children only. As indicated by percentages boys are doing better than girls.

5.5.47. Competency : Writing numeral 3868 in words.

Table 5.47.

Percentages of children who can write the numeral 3868 in words

Item 15.5	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	18.18	0	11.40
Class IV	17.39	0	13.51
Class V	26.09	7.14	16.67

This Class IV competency is attained by 13.51% children in Class IV. Even at Class V level it is attained by only 16.67% children only. As indicated by percentages boys are doing better than girls.

5.5.48. Competency : Writing numbers in ascending order.

Item 16.1 - This Class III competency is not acquired by any child in Classes I to V.

5.5.49. Competency : Writing numbers in descending order.

Item 16.2 - This Class III competency is not acquired by any child in Classes I to V.

5.5.50. Competency : Identifying place value of 7 in 72.

Item 17.1 - This Class III competency is not acquired by any child in Classes I to V

5.5.51. Competency : Identifying place value of 2 in 825.

Item 17.2 - This Class III competency is not acquired by any child in Classes I to V.

5.5.52. Competency : Identifying place value of 5 in 501.

Item 17.3 - This Class III competency is not acquired by any child in Classes I to V.

5.5.53. Competency : Identifying place value of 6 in 6666.

Item 17.4 - This Class IV competency is not acquired by any child in Classes I to V.

5.5.54. Competency : Identifying place value of 0 in 9090.

Item 17.5 - This Class IV competency is not acquired by any child in Classes I to V.

5.5.55. Competency : Expanding number 82.

Item 18.1 - This Class II competency is not acquired by any child in Classes I to V.

5.5.56. Competency : Expanding number 210.

Item 18.2 - This Class III competency is not acquired by any child in Classes I to V.

5.5.57. Competency : Expanding number 406.

Item 18.3 - This Class III competency is not acquired by any child in Classes I to V.

5.5.58. Competency : Expanding number 7000.

Item 18.4 - This Class IV competency is not acquired by any child in Classes I to V.

5.5.59. Competency : Solving a simple problem where multiplication is required.

Table 5.48.

Percentages of children who can solve a problem where multiplication is required

Item 19	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	21.74	7.14	16.22
Class V	39.13	15.38	30.56

This Class II competency is attained by none of the children of Class II. Even at Class V level it is attained by 30.56% children only. As indicated by percentages boys are doing better than girls.

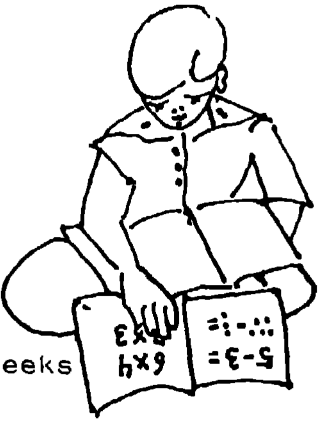
5.5.60. Competency : Solving a simple problem given in words where multiplication is required.

Table 5.49.

Percentages of children who can solve a problem where multiplication is required

item 20	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	26.09	7.14	18.92
Class V	43.48	23.08	36.11

This Class II competency is attained by none of the children in Class II. Even at Class V level it is attained by 36.11% children only. As indicated by percentages boys are doing better than girls.



5.5.61. Competency : To know the number of weeks in a month.

Table 5.50.

Percentages of children who know there are 4 weeks in a month

Item 21	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	4.35	0	2.70
Class V	8.70	0	5.56

This Class II competency is attained by none of the children in Class II. Even at Class V level it is attained by 5.56% children only. As indicated by percentages very few boys and no girls are able to master this competency.

5.5.62. Competency . To name any round object.

Table 5.51.

Percentages of children who can name a round object

Item 22	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	9.09	7.69	8.57
Class IV	17.39	7.14	13.51
Class V	34.78	15.38	27.78

This Class II competency is attained by none of the children in Class II. Even at Class V level 27.78% children only are able to master this competency. As indicated by percentages boys are doing better than girls.

5.5.63. Competency · Multiplication of one digit number by one digit number (4 x 5).

Table 5.52.

Percentages of children who can do multiplication of one digit number by one digit number

Item 23.1	Boys	Girls	Total
Class I	0	5.56	2.50
Class II	0	0	0
Class III	18.18	0	11.43
Class IV	26.09	14.29	21.62
Class V	26.09	30.77	27.78

This Class III competency is attained by 11.43% children in Class III. Even at Class V level only 27.78% children are able to attain this competency. As indicated by percentages girls are doing slightly better than boys at Class V level.

5.5.64. Competency : Multiplication of two digit number by one digit number (52 X 4).

Table 5.53.

Percentages of children who can do multiplication of two digit number by one digit number

Item 23.2	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	22.73	0	14.29
Class IV	26.09	21.43	24.32
Class V	26.09	30.77	27.78

This Class III competency is attained by only 14.29% children in Class III. Even at Class V level 27.78% children only are able to master this competency. As indicated by percentages girls are doing slightly better than boys at Class V level.

5.5.65. Competency · Multiplication of two digit number by two digit number (89 X 10).

Table 5.54.

Percentages of children who can do multiplication of two digit number by two digit number i.e.10

Item 23.3	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	9.09	0	5.71
Class IV	17.39	0	10.81
Class V	21.74	23.08	22.22

This Class III competency is attained by only 5.71% children in Class III. Even at Class V level it is attained by 22.22% children only. As indicated by percentages girls are doing slightly better than boys in Class V.

5.5.66. Competency ; Multiplication of two digit number by two digit number (95 × 16).

Table 5.55.

Percentages of children who can do multiplication of two digit number by two digit number

Item 23.4	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	13.64	0	8.57
Class IV	17.39	7.14	13.51
Class V	21.74	23.08	22.22

This Class IV competency is attained by 13.51% children in Class IV. Even at Class V level it is attained by 22.22% children only. As indicated by percentages girls are doing slightly better than boys at Class V level.

5.5.67. Competency : Multiplication of three digit number by two digit number (158 × 16).

Table 5.56.

Percentages of chilldren who can do multiplication of three digit number by two digit number

Item 23.5	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	21.74	7.14	16.22
Class V	8.70	15.38	11.11

This Class IV competency is attained by only 16.22% children in Class IV. Even in Class V level it is only mastered by 11.11% children.

5.5.68. Competency : Division of a three digit number by 4 . The sum is 484/4.

Table 5.57.

Percentages of children who can divide a three digit number by 4

Item 24.1	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	8.70	0	5.41
Class V	21.74	15.38	19.44

This Class III competency is attained by only 2.86% children in Class III. Even at Class V level it is attained by 19.44% children only. As indicated by percentages boys are doing slightly better than girls.

5.5.69. Competency : Division of a 3 digit number by 5. The sum is 225/5.

Table 5.58.

Percentages of children who can divide a 3 digit number by 5

Item 24.2	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	13.04	0	8.11
Class V	21.74	23.08	22.22

This Class IV competency is attained by 8.11% children in Class IV. Even at Class V level it is attained by 22.22% children only. Girls are doing slightly better than boys at Class V.

5.5.70. Competency : Division of a three digit number by 8. The sum is 100/8.

Table 5.59.

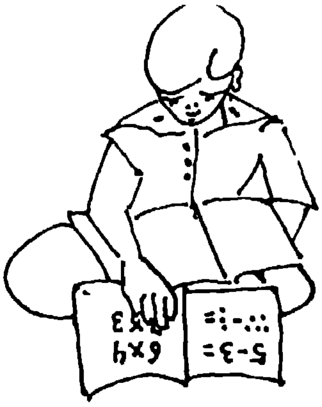
Percentages of children who can divide a three digit number by 8

Item 24.3	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	8.70	0	5.41
Class V	4.35	15.38	8.33

This Class IV competency is attained by only 5.41% children in Class IV. Even at Class V level it is attained by 8.33% children only.

5.5.71. Competency : Knowledge of Geometric shapes-their angles and sides.

item 25.1 a-1 - Angles of a Rectangle.



This Class III competency is not acquired by any child of Classes I to V. None of the children could write the number of angles of a rectangle.

Item 25.2 a-2 - Sides of a Rectangle.

This Class III competency is not acquired by any child of Classes I to V. None of the children could write the number of sides of a rectangle.

Item 25.3 b-1 - Angles of a Triangle.

This Class III competency is not acquired by any child of Classes I to V. None of the children could write the number of angles of a triangle.

Item 25.4 b-2 - Sides of a Triangle.

This Class III competency is not acquired by any child of Classes I to V. None of the children could write the number of sides of a triangle.

Item 25.5 c-1 - Angle of a Square.

This Class III competency is not acquired by any child of Classes I to V. None of the children could write the number of angles of a square.

Item 25.6 c-2 - Sides of a Square.
This Class III competency is not acquired by any child of Classes I to V. None of the children could write the number of sides of a square.

5.5.72. Competency : Knowledge of Fractions.

Item 26.1 a - What part is the shaded area of a rectangle.

This Class III competency of writing the fraction by seeing the shaded area of a given rectangle has not been acquired by any child of Classes I to V

Item 26.2 b - Shading the required fraction of a square.

This Class III competency of shading the required fraction of a square, has not been acquired by any child of Classes I to V.

Item 26.3 c - What part is the shaded area of a circle.

This Class IV competency of writing the fraction by seeing the shaded area of a circle, has not been acquired by any child of Classes I to V.

Item 26.4 d - Shading the required fraction of a circle.

This Class IV competency of shading the required fraction of a circle, has not been acquired by any child of Classes I to V.

5.5.73. Competency : Solving a problem of addition when given in words.

Table 5.60.

Percentages of children who can solve a problem of addition when given in words

Item 27	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	13.64	0	8.57
Class IV	8.70	0	5.41
Class V	17.39	15.38	16.67

This Class II competency is attained by none of the children of Class II. Even at Class V level only 16.66% children are able to master this.

5.5.74. Competency : Converting a kilogram into grams.

Table 5.61.

Percentages of children who can know that a kilogram has 1000 grams

Item 28	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	4.35	0	2.70
Class V	13.04	15.38	13.89

This Class III competency is attained by none of the children in Class III. Even at Class V level it is attained by only 13.89% children.

5.5.75. Comopetency : Converting Meters into decimeters.

Item 29 - This Class III competency of knowing that 5 meters have 50 decimeters is not there in any child of Classes I to V.

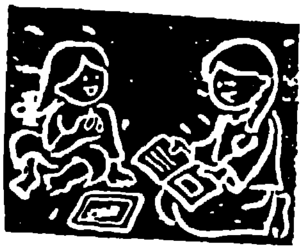
5.5.76. Competency : Solving a problem of division when it is given in words.

Table 5.62.

Percentages of children who can solve a problem of division when it is given in words

Item 30	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	4.55	0	2.86
Class IV	8.70	0	5.41
Class V	8.70	0	5.56

This Class IV competency is attained by only 5.41% children in Class IV. Even at Class V level it is attained by 5.56% children only.



5.5.77. Competency : Knowing that a leap year has 366 days.

Table 5.63.

Item 31	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	4.35	0	2.70
Class V	4.35	0	2.78

This Class IV competency is attained by only 2.70% children in Class IV. Even at Class V level it is attained by 2.78% children only.

5.5.78. Competency : Converting hours and minutes into minutes.

Table 5.64.
Percentages of children who can convert hours and minutes into minutes

Item 32	Boys	Girls	Total
Class I	0	0	0
Class II	0	0	0
Class III	0	0	0
Class IV	0	0	0
Class V	4.35	0	2.78

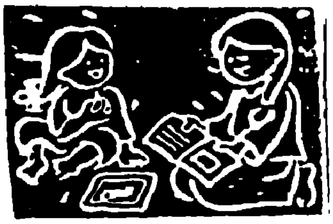
This Class IV competency is mastered by none of the children in Class IV. Even at Class V level it is mastered by 2.78% children only.

To conclude the discussion on mathematics competencies a sum-up table no. 5.65. is given below to show the classes by which the competencies are mastered vis-a-vis the classes at which they are expected to be mastered.

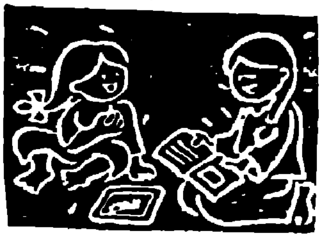
Table 5.65. Showing the expected class and actual attainment of mathematics competencies by boys and girls

Competency	Expected class	Actual attainment	
		Boys	Girls
1. Identification of big and small	I	II	I
2. Identification of long and short	I	II	I
3. Identification of four cornered figure			
(i)	I	V	MNA
(ii)	I	MNA	MNA
4. Counting and identification of a circle having 9 objects	I	II	II
5. Writing numbers in a sequence			
upto 10 (i)	I	III	IV
upto 35 (ii)	I	MNA	MNA
upto 45 (iii)	I	MNA	MNA
upto 75 (iv)	I	V	MNA
backward sequence (v)	I	MNA	MNA
6. What comes before			
26 (i)	I	MNA	MNA
45 (ii)	I	MNA	MNA
100 (iii)	I	MNA	MNA
7. Matching picture of coin with the number			
10 paisa (i)	I	V	MNA
25 paisa (ii)	I	V	MNA
50 paisa (iii)	I	V	MNA
1 rupee (iv)	II	V	MNA

8. Writing numbers in expanded form			
32 (i)	II	MNA	MNA
70 (ii)	II	MNA	MNA
9. Addition			
8+5 (i)	I	IV	V
8+10 (ii)	I	V	V
2+5+7 (iii)	II	V	MNA
55+22 (iv)	II	V	MNA
72+27 (v)	II	V	V
300+400 (vi)	III	V	MNA
57+463 (VII)	III	MNA	MNA
6455+2571(viii)	III	V	MNA
10. Subtraction			
7-4 (i)	I	V	MNA
8-6 (ii)	I	V	MNA
58-30 (iii)	II	MNA	MNA
168-145 (iv)	III	MNA	MNA
2390-1208 (v)	IV	MNA	MNA
11. Comparison of numbers numbers using > and > signs			
1 to 10 (i)	III	MNA	MNA
42 to 51 (ii)	III	MNA	MNA
78 to 1113 (iii)	IV	MNA	MNA
7119 to 7160 (iv)	IV	MNA	MNA
12. To name the days of a week	I	MNA	MNA
13. To name the months of a year	II	MNA	MNA
14. To write numerals when it is given in words			
22 (i)	I	MNA	MNA
59 (ii)	I	MNA	MNA
355 (iii)	III	MNA	MNA
739 (iv)	III	MNA	MNA
2593 (v)	IV	MNA	MNA
15. Writing numerals in words			
21 (i)	III	MNA	MNA
45 (ii)	III	MNA	MNA



283 (iii)	IV	MNA	MNA
550 (iv)	IV	MNA	MNA
3868 (v)	IV	MNA	MNA
16.i) Writing numerals in ascending order	III	MNA	MNA
ii) Writing numerals in descending order	III	MNA	MNA
17. Identifying place value			
7 in 72 (i)	II	MNA	MNA
2 in 825 (ii)	III	MNA	MNA
5 in 501 (iii)	III	MNA	MNA
6 in 6666 (iv)	IV	MNA	MNA
0 in 9090 (v)	IV	MNA	MNA
18. Expanding numbers			
82 (i)	II	MNA	MNA
210 (ii)	III	MNA	MNA
406 (iii)	III	MNA	MNA
7000 (iv)	IV	MNA	MNA
19. Solving a simple problem given in words where multiplication is required	II	MNA	MNA
20. Solving a simple problem given in words where multiplication is required	II	MNA	MNA
21. To know the number of weeks in a month	II	MNA	MNA
22. To name any round object	II	MNA	MNA
23. Multiplication			
4 × 5 (i)	III	MNA	MNA
52 × 4 (ii)	III	MNA	MNA
89 × 10(iii)	III	MNA	MNA
95 × 16 (iv)	IV	MNA	MNA
158 × 16 (v)	IV	MNA	MNA
24. Division			
484 ÷ 4 (i)	III	MNA	MNA



225 ÷ 5 (ii)	IV	MNA	MNA
100 ÷ 8 (iii)	IV	MNA	MNA
25. Knowledge of geometric shapes, their angles and sides			
a-1 sides of a rectangle	III	MNA	MNA
a-2 angles of a rectangle	III	MNA	MNA
b-1 sides of a triangle	III	MNA	MNA
b-2 angles ofa triangles	III	MNA	MNA
c-1 sides of a square	III	MNA	MNA
c-2 angles of a square	III	MNA	MNA
26. Knowledge of Fraction			
a What part is the shaded area of a recatangle	III	MNA	MNA
b To shade the required fraction in a square	III	MNA	MNA
c What part is the shaded area of a circle	IV	MNA	MNA
d To shade the required fraction of a circle	IV	MNA	MNA
27. Solving a problem of addition when given in words	II	MNA	MNA
28. Converting Kilograms into grams	III	MNA	MNA
29. Converting meters into decimeters	III	MNA	MNA
30. Solving a problem of division when given in words	IV	MNA	MNA
31. Knowing that a leap year has 366 days	IV	MNA	MNA
32. Converting hours and minutes into minutes	IV	MNA	MNA

**** MNA - MASTRY NOT ATTAINED**

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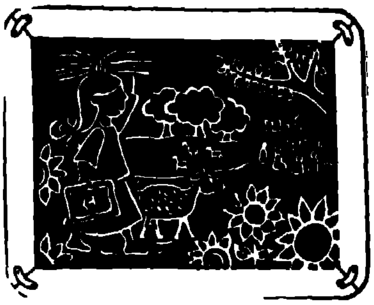
It is clear from the table 5.65. that very few of the competencies in mathematics are mastered by children. Apart from the pre-number concepts such as big-small and long-short, the other competencies that are mastered by children are :-

- Identification of circle with 9 objects.(Class II level)
- Matching pictures of coins with numbers (Class V level by boys only)
- Addition (Class V level by boys only)

None of the other competencies are mastered by children. Though both boys and girls are fairing badly, yet the performances of girls is found to be much worse than that of the boys.



CHAPTER VI

6.0. THE SCHOOLS

6.1. A network of primary schools exists in the villages of Uttar Pradesh. Most of the big villages have schools within the village but in the case of smaller habitations, schools have been opened on the outskirts so that the children from adjoining villages could walk to the common school. By and large, schools are provided within a walking distance of 1 Km. Almost 50% of schools are on the roadside or connected by metalled roads while the remaining are to be approached through fields, pathways etc.

6.2. The location of the schools is generally on the patches of land which is not usable for agricultural or allied pursuits. The school buildings are in the vicinity of the grazing land for the village cattle. The children have therefore a free access to open space and in several cases the cattle too have an equal access to the school space.

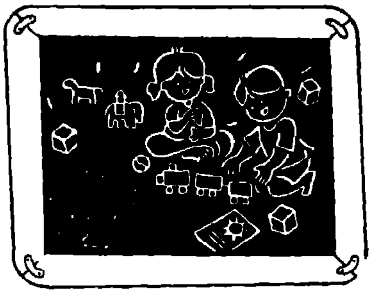
6.3. In the selected villages, villagers pursue occupations of farming, carpet weaving, basket making, stone work, cattle rearing, vegetable growing etc. in addition to working as landless labour.

6.4. Management of the schools

All the schools have been established by the government of Uttar Pradesh which is also funding the schools on cent percent basis. Presently the Department of Primary Education known as "Basic Education Shiksha Parishad" (BESP) controls the management and supervision of the schools. Schools were established at different periods of time. There existed only one school in this area in the pre-independence period. Almost forty percent of the schools have been established during the last seven years. It was learnt that more and more schools are being started to provide access for schooling.

6.5. The school environments

All the primary schools have grades I to V. The working hours of the school are generally uniform except for a minor variation of half an hour for schools which are functioning in remote locations. The schools are expected to function for six hours a day.



6.6. Under the scheme of "Operation Blackboard" a minimum of two rooms of the size 6 Mt. to 5 Mt. with a verandah of the size 12 Mt. to 3 Mt is to be provided. The block under study has been covered under the scheme of Operation Blackboard. As such most schools have two classrooms and a verandah. Except one school building (which was constructed in 1950) most schools have no boundaries. The condition of the school buildings is not too good because the construction was stopped as the funds were finished. Most schools do not have proper flooring, furniture for pupils, doors for the rooms, electric fittings, toilets and playgrounds. The four walls of the classroom are bare except for the cemented blackboard plastered on one of the walls. The outer walls are also bare. Since the implementation of scheme of Operation Blackboard, the teachers do have a chair and a table each and the pupils have the jute mats to sit. The mats are strips of the size of 5 Mt. by 3/4 Mt. which are used for seating children in long rows.

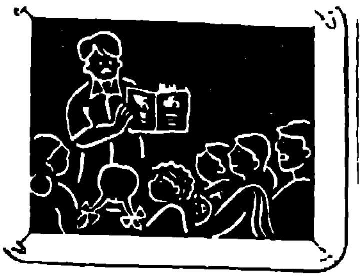
6.7. Class combinations with Teachers

In a two-teacher five-grade school, the obvious combination could be one teacher taking three grades and the other one teaching the other two grades. Logistically sequential grade combination provides opportunity for homogeneous combination of pupils. It is like so in the schools covered under the study. In most schools the senior teacher takes the upper two grades where the numerical strength of pupils is thin, while the junior teacher is assigned grades I, II and III in which the total strength is heavy. It was observed that the numerical strength with teachers in some schools were as follows

18:75	(Mahuwari Kalan-II School)
19:55	(Agarja School)
18·65	(Hanuman Padra School)
30:98	(Aghwar School)
27:70	(Shivpur School)

On an average, the ratio of pupils with senior and junior teacher is found to be 22:72.

6.8. Upon observing the class combinations with a teacher and teachers attending to the different classes, it is seen that in most of the schools, teachers did not pay much attention to younger pupils and their education. The suffering lot was



particularly the beginners, who for no fault of theirs suffer from neglect.

6.9. The traditional talk and chalk school ,routine, the large number of pupils in grades I & II, the drab school environments, the poor socio-economic conditions of the learners and their families, the illiteracy of the parents contributed to the constraints and restraints that affect the learning of the young pupils.

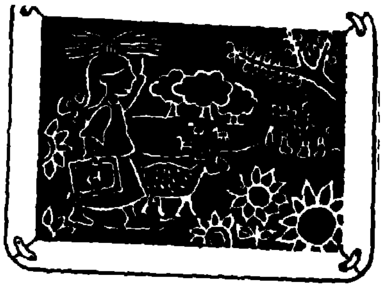
6.10. Upon being asked the reasons for such grade combinations, the teachers complained about lack of training, inadequate guidance from supervisors abd lack of awareness about the application of teacher pupil norms.

6.11. Resource availability with schools

The multigrade teaching schools in the rural environmnt suffer from resource constraint. The teachers are the first and the best resource upon whose posting the school starts functioning. Building is the second resource which gives the school a shape and protects children from the weather vagaries. The text books with the pupils and the black boards in the classrooms are the next important resource. And whatever else is available seems to add to the status of the school as it is usually safely kept and rarely used. The survey revealed that the implementation of the scheme of 'Operation Blackboard' has quite helped the resource provisions with the primary schools. Most of the schools covered under the scheme of 'Operation Blackboard' have now two rooms of the size 6 Mt x 4 Mt and a verandah outside the rooms.

6.12. The blackboards are provided in all schools but these are cemented structures. As such there is no question of moving them, whenever and wherever the children would sit outside the room they would have to miss the use of the blackboard. The climate and the crowd of the children in one room (it was 97 children in a room in one place) are however more conducive for open air teaching. the open.

6.13. With the implementation of the scheme of 'Operation Blackboard' the teachers have been provided with a chair and a table , each and every school has now an almirah for safe keeping of records and some equipments.



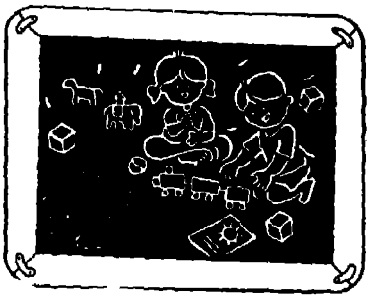
6.14. The scheme of 'Operation Blackboard' includes an inventory of Educational Material to be supplied to all schools. These are likely to be available to the schools once the construction activity in the block is over. The rooms are bare. The schools do not have science kit, mathematics kit, maps, charts dictionary and reference material, tools for work experience but they have been provided with globe of the world, footballs to play with, and some plastic toys for the beginners. These aids are ofcourse frequently used but the concepts of teaching through the use of teaching-learning aids are missing.

6.15. While interviewing the teachers on resource availability and utilisation, the teachers talked of textual material and its transaction as the objective of the schooling. In their opinion helping children to read and understand is most crucial. Some of the teachers said that the rural child is very sensitive in nature study, environmental organisation and manipulative skills. Even if told verbally they understand and follow. Therefore the idea of using teaching aids seems to be unimportant.

6.16. School support for pupils

Certain sections of the Indian Society, particularly the Scheduled Caste and Scheduled Tribe have suffered for want of education because of the prevailing social taboo. The Government of India has formulated several schemes to provide incentives to these social groups so as to integrate them with the main stream. Provision of stipends and amenities has been made for them to reduce the cost of education and also to attract them to send their children to school.

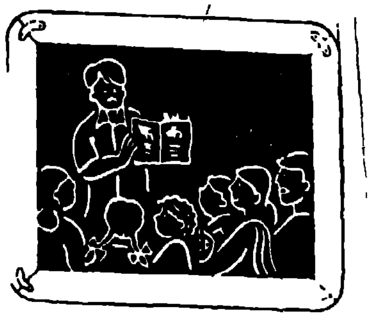
6.17. A stipend at the rate of Rs.12 per child per month is to be given to every school going child of scheduled castes and scheduled tribes. They are not to pay any fee. Further they have also the opportunities to get text books and school uniforms fres of cost. Such facilities even though required for each and every child, are being provided to only a few children because of financial constraints and population explosion. In 1986 school survey was conducted to identify the number of children of the scheduled castes and scheduled tribes studying in primary schools based on which the number of stipends were fixed for the individual schools. But today even when the number of pupils have far exceeded, the number of stipends remains the same. The following figures collected from the schools exemplify the gap between the prescribed and eligible number of pupils:



Village School	No.of pupils provided stipends	No.of pupils eligible for stipends
BESP,Shivpuri	19	36
BESP, Hanuman Padra	19	60
BESP, Itwa	14	48
BESP, Bhorsal	17	20
BESP, Agarja	12	22

**** BESP - Basic Education Shiksha Parishad**

To create a system the final decision as to who should be awarded the stipends is left to the discretion of the village education committee. The village education committee constitutes of the village headman, Panchayat members belonging to scheduled castes and scheduled tribes, the head teacher and a school teacher. The criteria for award are: economic status of the family, achievement level of the children,number of children in the family etc. Still many a parent particularly the landless labour are denied of the support due to varieties of reasons. There is no provision for awards and prizes for scholastic achievements, regularity of attendance or good manners which are the attributes of sound education. The practice of offering incentives by way of rewards is seen only by way of praise by the teacher. In some schools the teachers contribute on their own to offer prizes such as pencils and exercise books to enthuse children.



CHAPTER VII

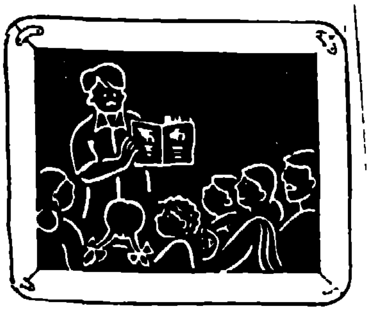
7. THE PROFILE OF TEACHERS

7.1. The efficient functioning of a school depends primarily upon its teachers. Everything in the schools, may it be pupils' attendance and learning, creating a conducive learning climate, or eliciting parental support is related to the degree of preparedness of the teachers to take up the challenge of the social and school situations. In several places, teachers voiced their wish to learn more so as to be able to perform better. In several places, it appeared that a positive attitude of the practising teachers contributed more than his/her qualifications. Certain social factors such as caste of the teachers also seemed to influence his/her acceptance in the social milliew. The following information is likely to help in obtaining a view of the teachers' profile.

7.2. Qualification of teachers

The academic qualifications of teachers are at variance ranging from prematriculation to post-graduation. Despite low to high qualifications, seniority in professional experience seemed to play a dominating role in the decision making in the school. The position of the head is decided by seniority. All the teachers are trained and have certification in Elementary Teachers Training. The availability of in-service teacher education is almost negligible. On an average, there has been no interaction between the practising teachers and the teacher training system. Whenever some teachers were found to use innovative classroom practices, they informed that these were their own ideas and the education system including the supervisory personnel do not show any appreciation of classroom innovations.

7.3. More remote the location of the school the older is the teachers posted therein. Teaching experience ranged from 8 years to 30 years in case of individual teachers. The interior schools are staffed by male teachers some of whom stay in the vicinity alone, some walk distances upto 8 Kms, some even bicycle the distance upto 20 Kms to and fro. Wherever women teachers have been posted, they either belong to the local village or have facility of public transport. Their professional experience also varies between eight to fifteen years. Women teachers seemed to



prefer teaching in comparison to outdoor, office and liaison work which the male teachers preferred to undertake.

7.4. There were very few teachers with background of science and mathematics. Most of them expressed their difficulty in explaining the textual matter. Hardly any teacher had his own set of text books, reference books or teacher guides. Most of them have not studied the textbooks from cover to cover to get an overall view. The practice is to pick up the text book of any of the students, direct students to read it, help them read, explain the new concepts if possible and assign homework. Such of the students who fail to cope with such a practice lose the race in schooling and eventually drop out.

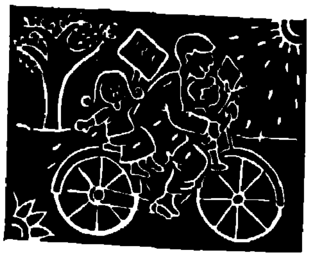
7.5. Regularity of Teachers

Teacher’s regularity in attending school depended to a great extent upon the distance between the school and his/her residence and the availability of the transport. In practice the school would begin with the arrival of the teacher and close whenever he/she would go, much depending upon his/her personal errands. In a two-teacher school situations, mutual understanding and team work between the teachers seemed the key for smooth functioning of the school and, therefore, they would adjust their arrival, departure, etc. to suit personal convenience irrespective of the professional requirements.

7.6. Utilisation of the Instructional Time

Schools are supposed to function for 6 hours. The school hours differ in summer and winter. In the summer, schools function from 7.30 a.m. onwards and in the winter, the schools start from 9.30 a.m. and close at 3.30 p.m. The following time distribution is adopted by most schools:

Prescribed school hours	- 6 hours
Time spent in prayer and assembly	- 30 minutes
Time spent in recess(lunch break)	-30 minutes
Time spent in routine activities like attendance, enquiry about pupils, parents	-30 minutes



Time spent in departmental work (returns etc.) on an average	-15 minutes
Time spent on class management, school organisation, parents meetings	- 30 minutes
Net instructional hours at the disposal of teachers	- 3 hours 45 minutes say 4 hours

The teachers teach different grades by turn during pre-lunch periods. The classes are combined in the post-lunch period or the pupils are assigned recitation.

On an average every grade is attended to for one hour and fifteen minutes by the teacher. This chunk is in two parts, each time direct instruction lasting for 40 minutes or so. Generally language and mathematics are taught in direct teaching while environmental education (popularly called 'Science') by teachers is collectively taught to grades III-V. The topics are taken from the text books of any of the grades. Details of instructional activities are briefly presented below.

7.7. School-1 Bhorsar Village

7.7.1. Multigrade Situation: Two teachers- Five Grades- 98 enrolled children; 57 children present on the day of the visit.

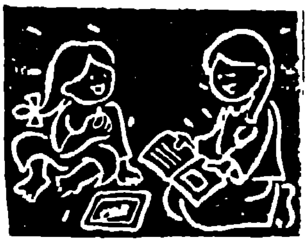
7.7.2. Class combinations: Grades I & II with one teacher: Enrolment 53

Grades III to V with the second teacher: enrolment 45

7.7.3. Teacher qualifications (i) Under-matriculation (Grade VIII) and primary teacher training certificate of the teacher teaching grades I & II.

(ii) matriculation and primary teacher training certificate of the teacher teaching grades III to V

7.7.4. Time-Table, if any: No not even tentative



7.7.5. Seating Arrangements: Unplanned, pupils sit haphazard in clusters. When the teacher calls up a grade, they stand up and move near her.

7.7.6. Activities engaged in by pupils·

Grade V	Grade IV	Grade III
Arithmetic(DT)	Language writing (SS)	Arithmetic (SS)
Arithmetic(SS)	Reading(DT)	Language writing (SS)
Language writing(SS)	Arithmetic (DT)	Collective games
Reading(DT)	Arithmetic(SS)	Language Reading (DT)
Grammer(DT)	Off.for play	Off.for play
Table recitation	Table recitation	Table recitation
Environmental Studies(CT)	Environmental Studies(CT)	Environmental Studies(CT)

Grades I & II
Not engaged doing no work (as the teacher is busy supplying information to the team)

DT - Direct Teaching   CT - Collective Teaching
SS - Self Study.

7.8. School-2 Agarja Village

7.8.1. Multigrade situations: Two teachers, five grades; pupil enrolment:80, pupils present on the day of the visit:49

7.8.2. Class combinations: Senior teacher-Grades IV-V-19 pupils; junior teacher-grades I-III-61 pupils

7.8.3. Teacher qualifications: Non-matriculation (VIII class) and certificate in primary teacher education by both the teachers.

7.8.4. Time Table: No

7.8.5. Seating arrangemtns: Unplanned. haphazard

The classroom is vacant. Pupils are seated outside. The teacher for grades I-III has not turned up. His classes are unattended. Some pupils have gone home. Others are either playing or doing their own work.

7.8.6. Activities engaged in by pupils

Grade V	Grade IV
Safai (cleanliness)	Safai (cleanliness)
Prayer	Prayer
Language(Direct teaching)	Arithmetic (monitored work)
Arithmetic(monitored work)	Language (direct teaching)
Language writing(SS)	Language writing(SS)
Recitation by students	Recitation by students

Environmental studies is not taught as the teacher's do not have any knowledge of it.

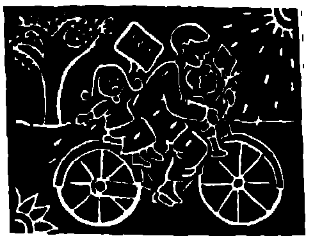
The teachers do not know about the status of subjects like Creative Arts, Work experience in the curriculam.

(Parents come and start complaining about the teachers casual attitude towards the pupils)

7.8.7. General instructional situations

The description of the instructional situations in other schools evinces the following trends:

1. Language - Direct teaching by teacher - 1/2 hour
   Language - Self study by pupils - 1 hour
   Language - Monitorial assistance - 1/2 hours
2. Arithmetic-Direct teaching by teachers- 1/2 hour
   Arithmetic- self study by pupils - 1 hour
   Arithmetic- Monitorial assistance - 1/2 hour
3. Collective teaching for grades IV-V in science (1/2 hour)
4. Collective teaching for gradesII -III in Social Science (1/2 hour)
5. Collective games, recitation of mathematical tables - (unspecified hours)



6. Grade I & II are taught language and arithmatic only.

The concepts of peer group work, paired learning, mixed ability group work etc. are not understood by the teachers. One of the teachers keeps off the school for 4 days a month for office work. Class work is suspended during this period.

7.9. Examination and Evaluation Practices

The concepts of continuous and comprehensive evaluation are not known to the teachers. The traditional practice of half yearly and annual examination continues. There is no system of maintaining progress cards or informing parents of their child's achievements.

7.10. Inspection & Supervision

Primary schools are inspected twice a year. Inspection includes verification of physical stock, enquiry into complaints, dictation of sums and words to different grades and oral enquiry into the curriculam portion transacted by the teachers.

7.11. Community Help

The schools and their communities are isolated from each other. They are considered as parts of two distinct systems and have very little interaction with each other. Every school has a village education committee to decide the stipends allocation to selected pupils. Except for this activity, there is no other interaction on the agenda of the village education committee.

7.12. General Learning Environment of the Schools

General Environment of the schools is depressing. The schools appear to be the places where children are collected, ritually taught to maintain teaching as a profession, seldom personally cared for and rarely inspired for a bright career.

The walls of the classrooms are bare. The eyes of the teachers cast a blank look on most children whose poor background, social and physical, aggravates the bleakness of the environment.

The hands of the clock move on. India cannot afford to wait any further to achieve UEE. Yet the ground realities are frightening.

The only hope for achieving 'Education for All' lies in the strengthening of the small rural primary school and its teachers.

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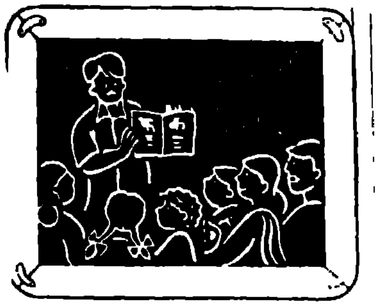


CHAPTER VIII

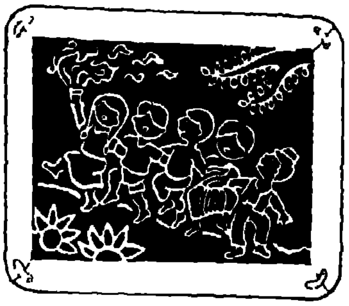
8. IMPLICATIONS OF THE STUDY FOR THE TEACHER EDUCATION SYSTEM

8.1. The incidence of multigrade teaching is as high as 75% in the primary schools in India. The intensity ranges from one teacher-five grades teaching situations to one teacher-two grades teaching situations. The average picture is two teachers-five grades primary schools. The total number of primary schools in the country 1985-86 is 5.29 lakhs. Out of these, 75% are multigrade schools, i.e. approximately 3.96 lakhs. If two teachers are employed per school it works out to about 7.92 lakhs of teachers. All these teachers need a special orientation to not only the issues and problems of multigrade teaching, but also to the strategies and methods by which the required minimum competencies can be developed in children.

8.2. The elementary teacher education system has all along been treating the course on multigrade teaching as an awareness course. It is not included in the practice teching and as such practical teaching skills are not developed. It is now clear that multigrade teaching skills need to be paid special attention in the Indian System of teacher education.

8.3. The pedagogical concerns, skills and methods for multigrade teaching are a little different from general teacher education curriculum at elementary level. The focus on school experience programmes particularly practice teaching and other practicum has to be shifted from teachers' engaged time to learners' engaged time. In order to make it functional, teachers need to be trained in how to plan and organise self-learning exercises, peer group work, mixed ability grouping, collective teaching and such other teaching methodologies. Training in curriculum analysis with a view to identify areas where combined teaching could be possible needs to be given. Simultaneous to these pedagogical skills the teachers would require insights into classroom management, time management and other organisational aspects.

8.4. Since the pedagogical concerns referred to above would be in the rural population contexts, it is necessary to provide knowledge and skills about learners, their communities and the variables that influence learning in their social and school contexts. Utilisation of possible resources in the local contexts should also be included in the training of teachers.



8.5. Even when some teachers may profess their familiarity with the rural environment, they may not be able to probe into teacher-learner interactions in multigrade teaching situations. It is, therefore, found that a comprehensive, well knit and skill based training programme covering the following aspects needs to be provided.

1. Multigrade teaching: concept, problems and methodologies
2. Data base activities pertaining to learners, teachers and teaching conditions
3. Space and time management in multigrade Teaching
4. Seeking community support and mobilising local resources
5. Field interactions and practicum for developing teaching skills.

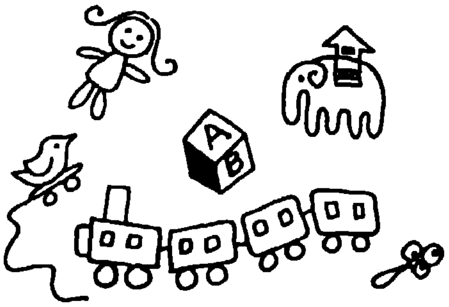
8.6. Objectives of the Teacher Training Programme in multigrade teaching

The objectives of the training programme are to help the practising teachers to be able to:

- Understand the concepts of minimum levels of learning
- understand the nature of planning in a multigrade school situations with respect to organisational, curricular and co-curricular activities;
- acquire skills to manage time, space, resource and talent factors in classroom contexts;
- collect and utilise information about the children and community for purposes of universalisation of primary education;
- acquire skills in developing self-learning and peer group learning material;
- conduct classroom interactions to make learning a joyful experience to learners.

8.7. Methodology of Teachers Training Programme

An interactive workshop methodology will be ideal. The concepts of data base, dispersal of teaching, teaching



methodologies like paired learning, peer group work, mixed ability grouping, vertical streaming etc. should be woven into the programmes of the workshop. Field visits and group discussions should be followed by individual and group assignments. Case study of the school of posting followed by the preparation of an action plan to be followed after training, should be done as the second phase of the programme in the form of a practicum.

8.8. Content of the Training Programme

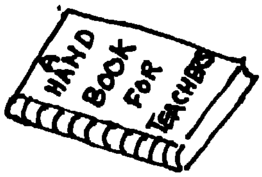
The content of the training programme is to include the following topics:-

1. Concept and issues of multigrade teaching
2. The role of the school and teacher in achieving UEE. Issues such as access, retention, quality of learning should be highlighted.
3. Minimum levels of learning to be attained by children in each class from I to V.
4. Identifying learning problems of children and gaps in mastery of competencies.
5. Teaching strategies to be used in the development of competencies in children - activity based teaching, child to child, self study, collective teaching.
6. Adjusting space and calculating time in multigrade teaching contexts.
7. Initiating beginners into formal schooling.
8. Creating a conducive learning climate in schools- use of play educational games, collective work etc.
9. Combining classes to achieve certain specific competencies in pupils.
10. Continuous and comprehensive evaluation in multigrade teaching contexts and remedial teaching.
11. Personal hygiene of children and environmental sanitation.
12. Understanding and meeting the needs of children with special needs.
13. Identifying and eliciting community and learners resources.
14. Strengthening village level committees.

8.9. Duration of Training

The duration may be at least 10 working days.

8.10. Support Materials



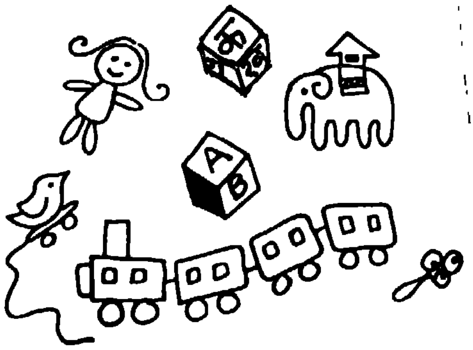
Printed instructional modules, video films and audio tapes may be used as support materials for the programme.

8.11. A Handbook for teachers of multigrade schools

It is desirable to develop a teachers' handbook for multigrade teaching. The book should be developed in the context of the rural primary schools. It should be amply illustrated and written in simple language, with examples from the real life situations. This handbook may be made available to every teacher after he/she undergoes the training. It should then serve as a resource book for them.

8.12. To conclude it is imperative that India makes earnest efforts to motivate its teachers and develop in them the necessary skills to meet the challenge of attaining UEE by the turn of the century. Irrespective of caste, creed, location or sex, all children need to be given an access to education of a comparable standard. Operation Blackboard was an attempt in this direction but to convert the physical facilities into learning aids, the support of the teachers is absolutely necessary. Trained and committed teachers are the backbone of any education system.

8.13. To quote from the Jomtien document " There will never be a better time to renew commitment to the inevitable and long-term effort to meet the basic learning needs of all children, youth, and adults. This effort will require much greater and wiser investment of resources in basic education and training than even before, but benefits will begin accruing immediately and will extend well into the future...........".
(Page 21 - World Declaration on Education for All and Framework for Action to meet Basic Learning Needs, Jomtien, Thailand)



बहु कक्षा शिक्षण पद्धति अध्ययन

उपकरण - छात्रों का शैक्षिक विकास

प्रश्नावली - II
(लिखित)

शिक्षक के लिए सुझाव

यह प्रश्नावली छात्रों के लिए है, कक्षा 2 से कक्षा 5 के सभी विद्यार्थियो को इस का वितरण किया जाए और प्रत्येक छात्र को पूर्ण छूट दी जाए कि वे कितने ही प्रश्नों का उत्तर दें, समय की भी छूट दी जाए, जब छात्र सभी प्रश्नों का अवलोकन कर प्रश्नों का उत्तर देना बन्द कर दें तो उस से इस प्रश्नावली को ले लिया जाए।

प्रश्नावली में दी गयी सूचना का अनुसधांन के लिए प्रयोग किया जाएगा इस का शिक्षक के कार्य से कोई सम्बन्ध नहीं है।

छात्र सम्बन्धी सूचना

आज की तिथि ______

नाम :

क्रमांक :

कक्षा .

विद्यालय :

जनपद :

जो कहा जाए उसी क्रम से करो

आदेश 1. किताब उठाओ और दीवार
को हाथ लगाओ।
2. किताब उठाओ, दीवार
को हाथ लगाओ और मेरे
पास आओ।
3. किताब उठाओ दीवार क
हाथ लगाओ फिर मेरे पा
आ कर दो बार कूदो

कविता जो कक्षा मे सिखाई ग
है बोलो

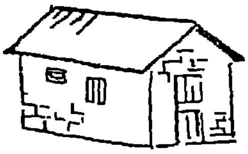
पहचान कर पढ़ो

ग क त म ह

भाग 'क'   भाषा विकास

नोट : सही शब्द पर गोला बनाइए जैसे नीचे दिखाया गया है।

शब्द पहचानना



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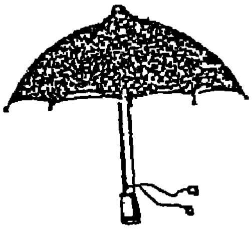

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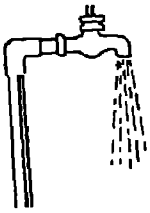

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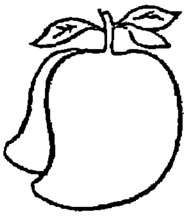

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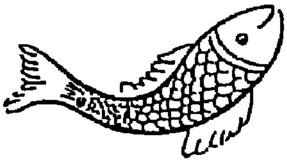

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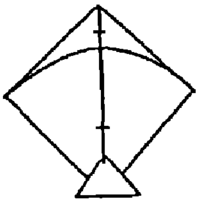

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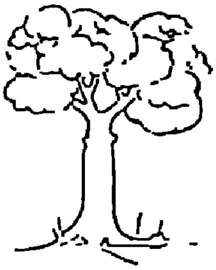

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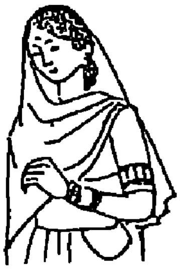

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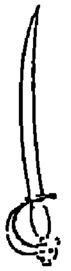

सलव़ार घरवार

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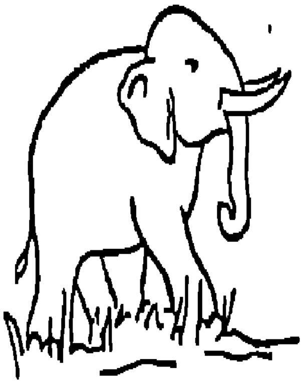

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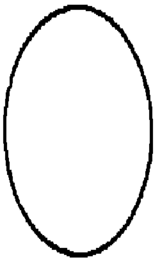

गोता गोरा

गोला भोला

प्रश्न माला - 2

प्रत्येक चित्र के नीचे निर्देश दिया गया है उस के अनुसार कार्य कीजिए

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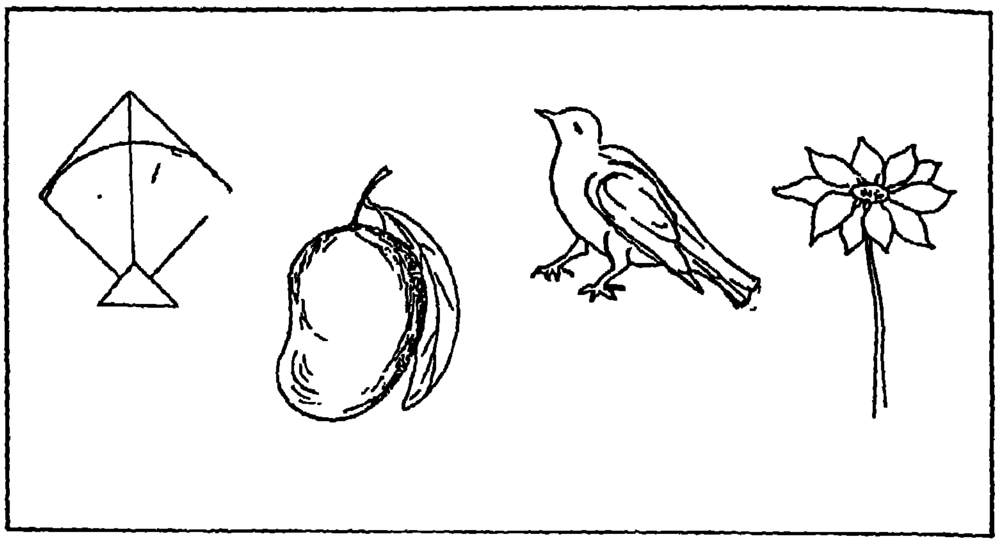
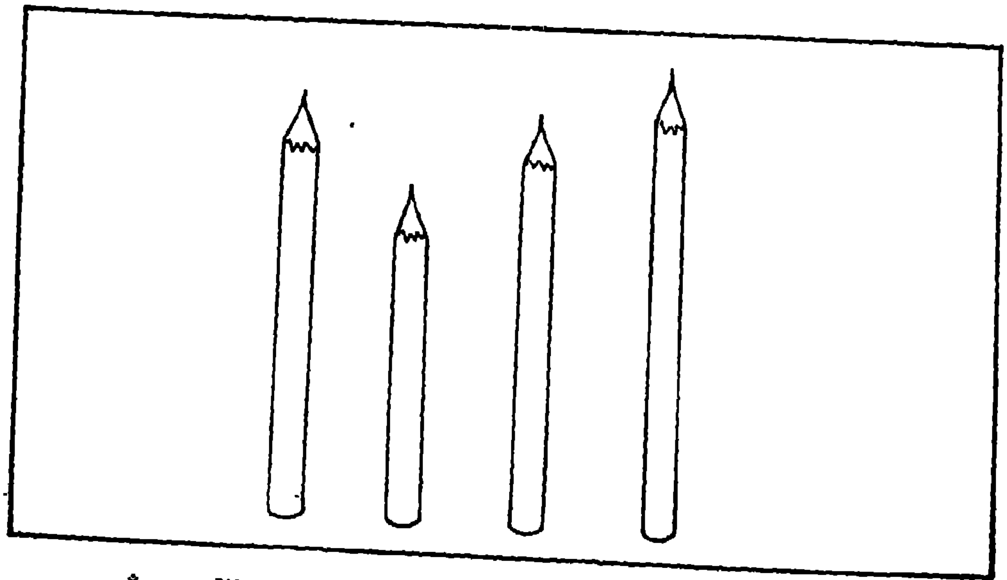


यहाँ चार चित्र हैं। आम और चिड़िया पर काटा (×) लगाओ।

2



यहाँ चार पेंसिलें है। इनमें से सबसे छोटी पेंसिल पर काटा (×) लगाओ।

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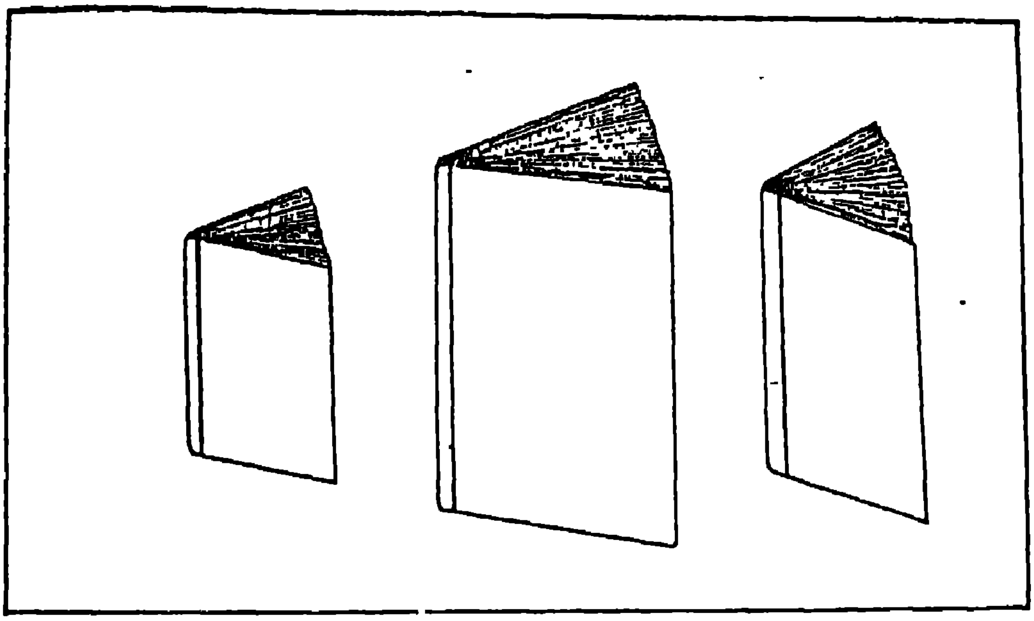
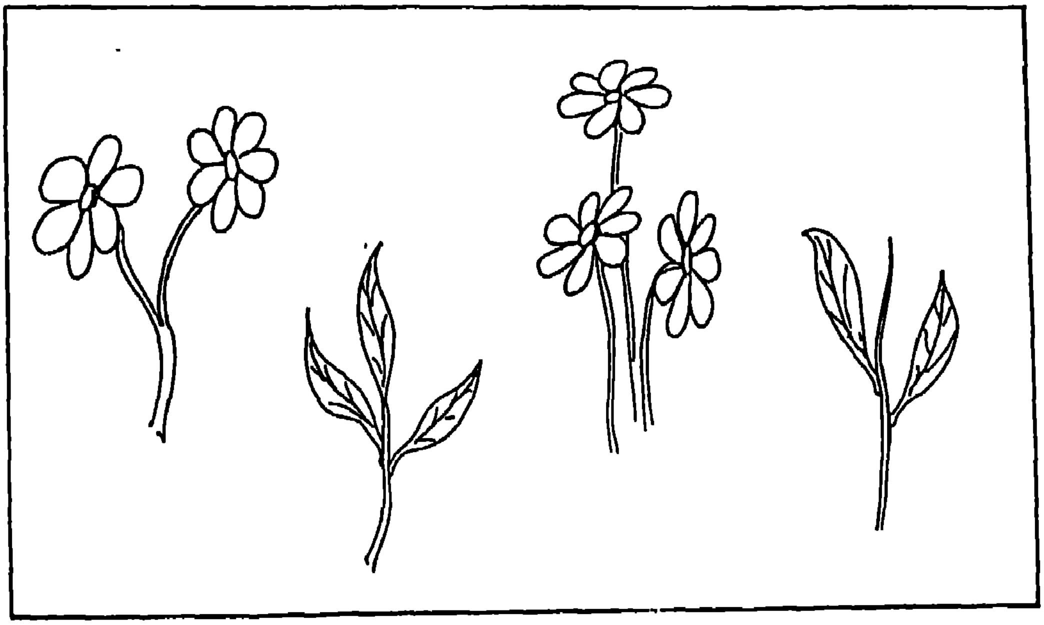


4 यहाँ पर तीन किताबें रखी है । इनमें से सबसे बड़ी किताब पर लिखो- 'रमेश'

4



5 ये कुछ फूल और पत्तियाँ हैं। तीन फूल वाले गुच्छे के नीचे लकीर खीचो।

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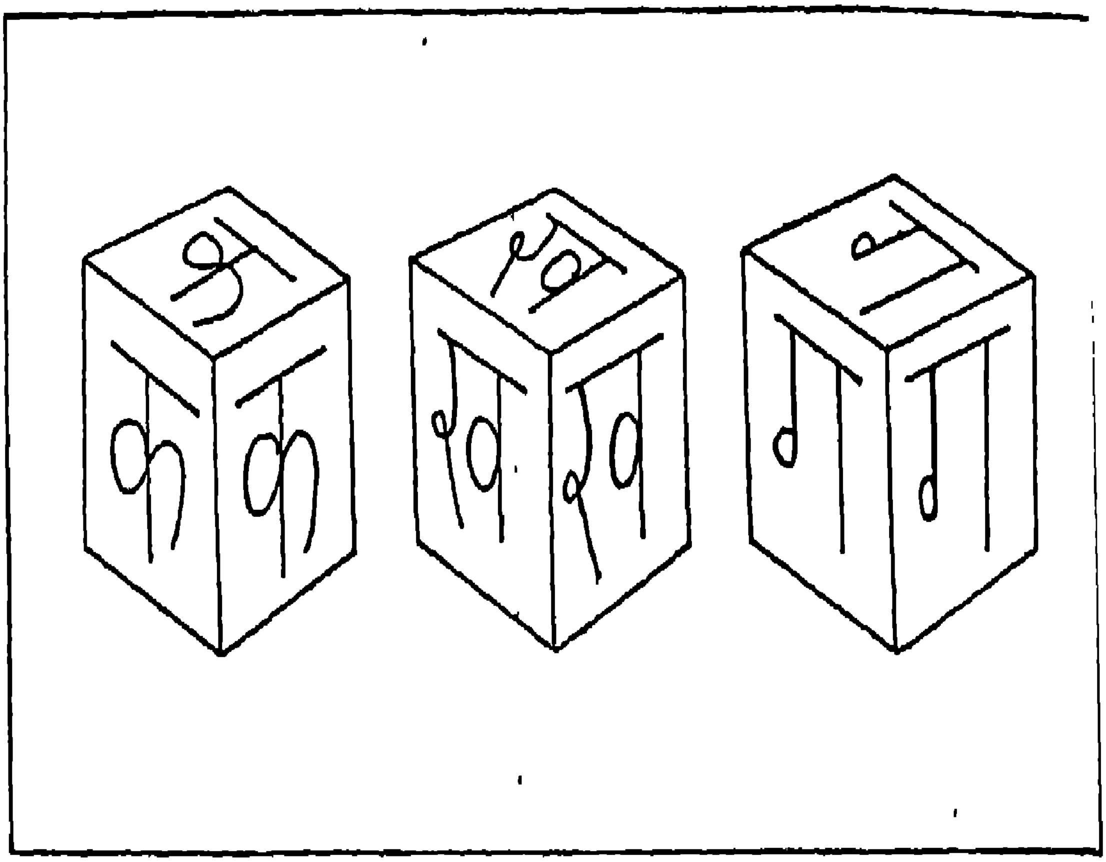
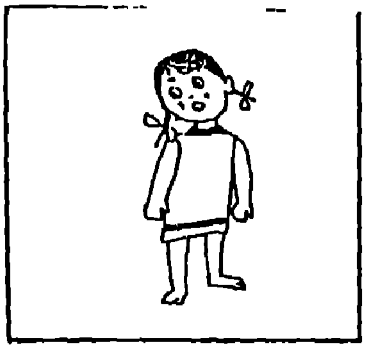
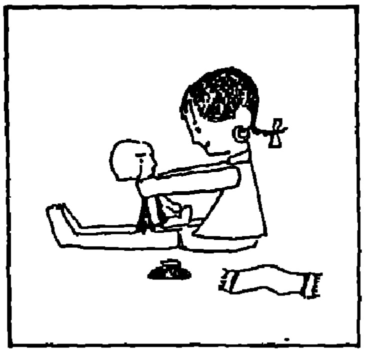


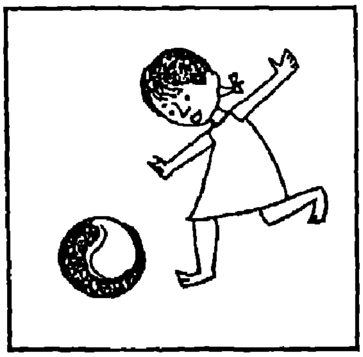
उस गुटके के नीचे लकीर खीचों जिस पर 'ग' लिखा है।

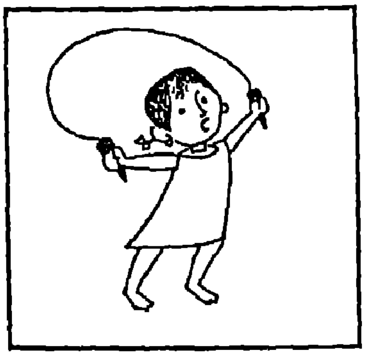
प्रश्न माला - III

चित्र देख कर, वाक्य पढ़ कर उपयुक्त चित्र सही वाक्य से जोड़ो









(1) लड़की गेंद खेल रही है।

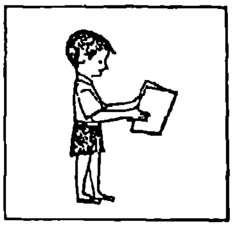
(2) लड़की रो रही है।

(3) लड़की कूद रही है।

(4) लड़की गुड़िया से खेल रही है।

प्रश्न भाग IV

प्रत्येक प्रश्न में कुछ चित्र दिए गए हैं
चित्रों के नीचे एक वाक्य दिया हुआ है।
वाक्य को पढ कर उस के अनुसार उपयुक्त
चित्र पर (✓) का निशान लगाइए।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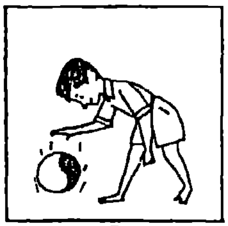
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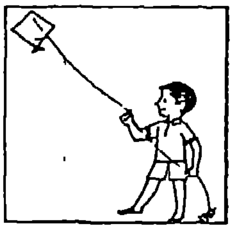
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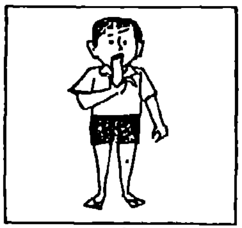
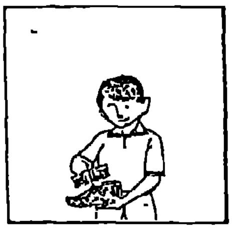

4

(क) लड़का गेंद खेल रहा है।

2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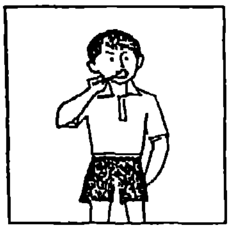
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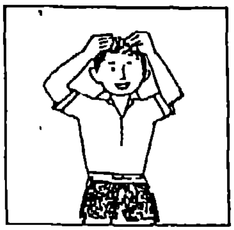
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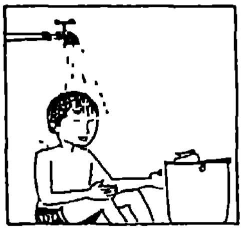
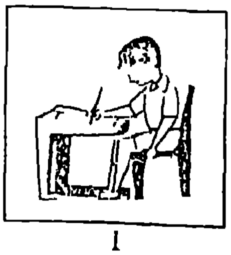

4

(2) मदन दाँत साफ कर रहा है।

3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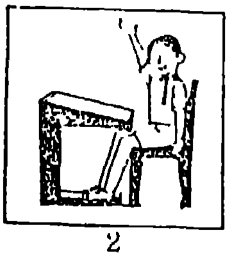
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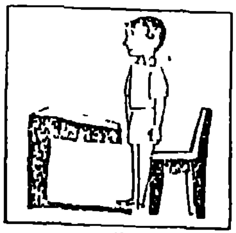
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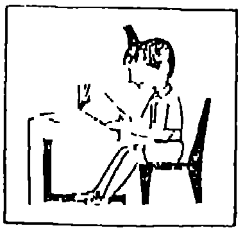
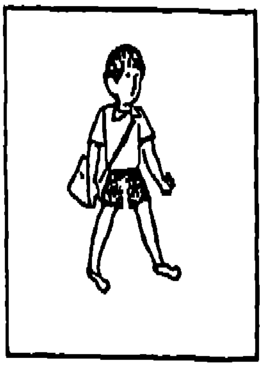

4

(1) राम किताब पढ रहा है।

1

4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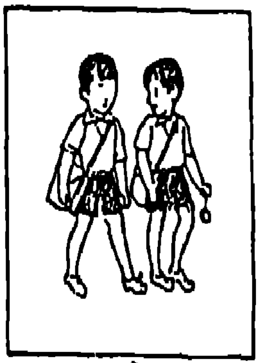
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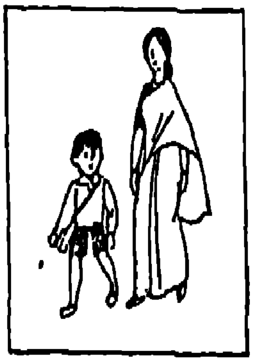
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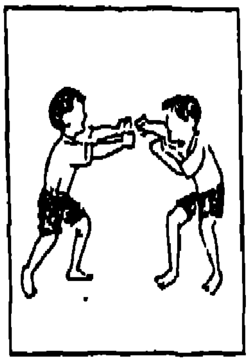
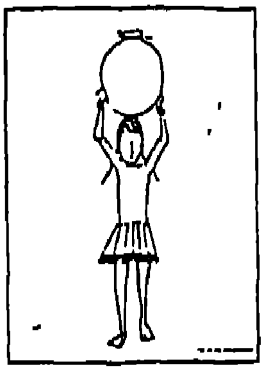

4

(11) दो बच्चे स्कूल जा रहे हैं।

5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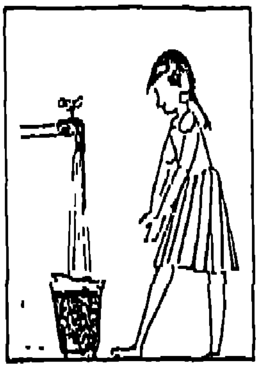
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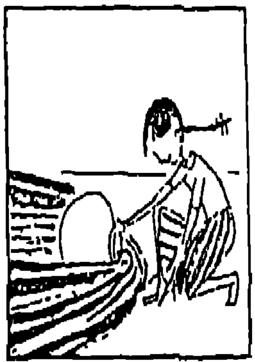
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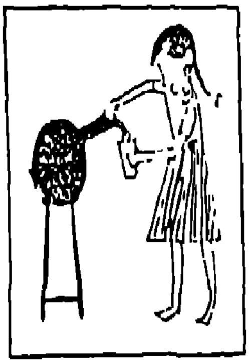

4

(13) राधा नल से पानी भर रही है।

प्रश्न माला V

उपयुक्त शब्द का चयन कर वाक्य पूर्ति कीजिए.

1 स्कूल में छुट्टी की घंटी बजते ही बच्चे……की ओर चले।

1 स्कूल 2 घर 3 बाग 4 अस्पताल

2 मैं चौथी……में पढ़ता हूँ।

1 कक्षा 2 पाठशाला 3 परीक्षा 4 सीढ़ी

3, आओ,……भी हमारे साथ खेलो।

1 वह 2 हम 3 मैं 4 तुम

4 मोहन के घर में वह और उसकी माँ,…… ही प्राणी है।

1 एक 2 दो 3 यही 4 कितने

5 आकाश में उड़ते-उड़ते चील ने नीचे की ओर देखा। नीचे धरती पर बाग में कुछ मोर नाच रहे थे। उनके……पंखों को देखकर उसे बड़ी खुशी हुई।

1 छोटे 2 तड़े 3 रंग-बिरंगे 4 भद्दे

प्रश्न माला VI

समानार्थक शब्द

इस परीक्षण में प्रत्येक पक्ति के बाईं ओर एक शब्द दिया गया है। उसी पक्ति में पाँच और शब्द दिए गए है। इन पाँच शब्दों में से वह एक शब्द ढूंढो जिसका लगभग वही अर्थ है जो बाईं ओर दिये शब्द का है और उसके नीचे लकीर खीचो।

उदाहरण के लिए

(क) अधिक 1 अमीर 2 बूढा 3 बहुत 4 बड़ा 5 अच्छा

इन शब्दों में से 'बहुत' का वही अर्थ है जो 'अधिक' का, अतः 'बहुत' के नीचे लकीर खीची गई है।

अब इन्हे करो :

(ख) कथा 1 कीर्तन 2 रामायण 3 पंडित 4 कहानी 5 जाँचना
(ग) उत्तम 1 अच्छा 2 प्रिय 3 धनी 4 सुन्दर 5 बलवान
(घ) ज्ञात 1 छुपा 2 आँख के सामने 3 बाहर 4 स्पष्ट 5 जाना हुआ

इनमे से (ख) प्रश्न मे 'कहानी' का वही अर्थ है जो 'कथा' का, तुम्हे 'कहानी' के नीचे लकीर खीचनी चाहिए। इसी प्रकार (ग) प्रश्न में 1 और (घ) प्रश्न मे 5 के नीचे लकीर खीचनी चाहिए थी।

1. सम्मान 1 आदर 2 स्थान 3 धन 4 पदवी 5 आगमन
2. प्राचीन 1 पुराना 2 खराब 3 बूढ़ा 4 टूटा हुआ 5 भद्दा
3. अधिकार 1 जायदाद 2 मालिक 3 हक 4 देना 5 लेना
4. मधुर 1 संगीत 2 शहद 3 मीठा 4 मिठाई 5 चीनी
5. श्रम 1 खेती 2 वेतन 3 निर्धनता 4 मजदूरी 5 मेहनत

प्रश्नमाला - VII

विपरीतार्थक शब्द

इस परीक्षण मे प्रत्येक पंक्ति मे बाई ओर एक शब्द दिया गया है। उसी पंक्ति में पाँच और शब्द दिये गये है। उनमें से वह एक शब्द ढूंढो जिसका अर्थ बाईं ओर दिए हुए शब्द से उलटा हो और उसके नीचे लकीर खींचो।

उदाहरण के लिए

(क) कम 1 भारी 2 अधिक 3 बहुत बडा 4 ऊँचा 5 दीर्घ

दाईं ओर दिये गये प्रायः सभी शब्द ऐसे है जो 'कम' का कुछ-कुछ उलटा अर्थ देते है। परन्तु इसका सबसे अधिक उपयुक्त विपरीतार्थक शब्द 'अधिक' है, अतः उसके नीचे लकीर खीची गई है।

अब इन्हे करो :

(ख) **सुन्दर** 1 नाटा 2 बूढा 3 विलक्षण 4 कुरुप 5 टेढ़ा
(ग) **कोमल** 1 कुरूप 2 कठोर 3 काला 4 बूढा 5 खुरदरा
(घ) **शिशु** 1 लड़का 2 बच्चा 3 वृद्ध 4 मनुष्य 5 व्यक्ति

'कुरूप' 'सुन्दर' का विपरीतार्थक है, अतः तुम्हे 'कुरूप' के नीचे लकीर खीचनी चाहिए। इसी प्रकार (ग) में 2 और (घ) में 3 के नीचे लकीर खीचनी चाहिए।

1. कंगाल 1 व्यापारी 2 मालिक 3 अफसर 4 धनवान 5 दुकानदार
2. परिचित 1 अजनबी 2 शत्रु 3 सम्बन्धी 4 छुपा हुअ 5 चोर
3. पूरा 1 थोड़ा 2 छुपा 3 भाग 4 अधूरा 5 बहुत
4. शिक्षित 1 मूर्ख 2 अनपढ 3 गंवार 4 बेवकू 5 पढा लिखा व्यक्ति
5. जोड़ना 1 गुणा करना 2 भाग देना 3 बांटना 4 घटा 5 हल करना

प्रश्न माला VIII

पठन बोध

एक पैराग्राफ दिया गया है और उस पर कुछ प्रश्न पूछे गये है। प्रत्येक प्रश्न के नीचे चार-चार उत्तर भी दिये गए हैं जिनमें से केवल एक उत्तर सही है। पैरा ध्यानपूर्वक पढ़ो और उस पर पूछे गये प्रश्नों का उत्तर ढूंढ कर उनके नीचे लकीर खींचो।

नीता के पिता

नीता के पिता भारतीय फौज के कैप्टन थे । युद्ध मे उन्हे वीरगति प्राप्त हुई थी । नीता की उमर चौदह वर्ष थी । वह पढने मे तेज थी और सदैव क्लास में प्रथम आती थी ।

नीता से दो वर्ष मीता छोटी थी और मीता से दो वर्ष छोटा राजीव था । उनकी मां उन्हें सदैव अच्छी-अच्छी बातें सिखाती रहती थी । वह चाहती थी कि उसके बच्चे ईमानदार और सच्चे बनें ।

नीता, मीता और राजीव खेलकूद मे भी तेज थे । बड़े होकर नीता डाक्टर, मीता नर्स और राजीव अपने पिता की तरह सिपाही बनना चाहता था ।

उस दिन 'सूखा पीड़ितों' की सहायता के लिए स्कूल में सांस्कृतिक कार्यक्रम था । नीता और मीता ने एक 'सहगान गाया । राजीव ने वायलन बजाकर उनका साथ दिया । सभी ने कार्यक्रम की बहुत प्रशंसा की ।

1 नीता के अन्य कितने भाई और बहनें थी ?

1. दो भाई
2. दो बहनें
3 एक भाई और एक बहन
4 इस पैरा से पता नहीं चलता ।

2 "युद्ध में उन्हें वीरगति प्राप्त हुई" इस वाक्य का क्या अर्थ है ?

1. युद्ध में उन्हें वीरता का पुरस्कार मिला ।
2. उन्होंने बहुत अच्छा युद्ध किया ।
3. उनकी युद्ध में मृत्यु हुई ।
4. युद्ध में उन्हें सफलता मिली ।

3 'युद्ध में उन्हें……' इस वाक्य में 'उन्हें' किसके लिये आया है ?

1. नीता, मीता और राजीव के लिये ।
2. नीता के पिता के लिये
3. भारतीय फौज के लिये
4 स्कूल के बच्चों के लिये

4 बच्चों में सबसे बडा कौन था ?

1. नीता
2. मीता
3. राजीव
4 इस पैराग्राफ से पता नही चलता ।

5 स्कूल मे जो सास्कृतिक कार्यक्रम हुआ उसमें किसने भाग लिया ?

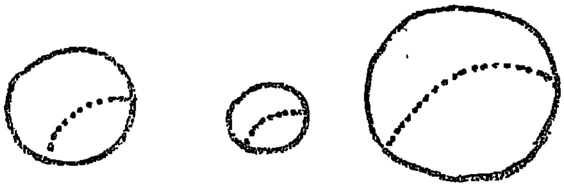
1 नीता
2. मीता
3. नीता और मीता दोनों
4 नीता, मीता और राजीव तीनो

गणित

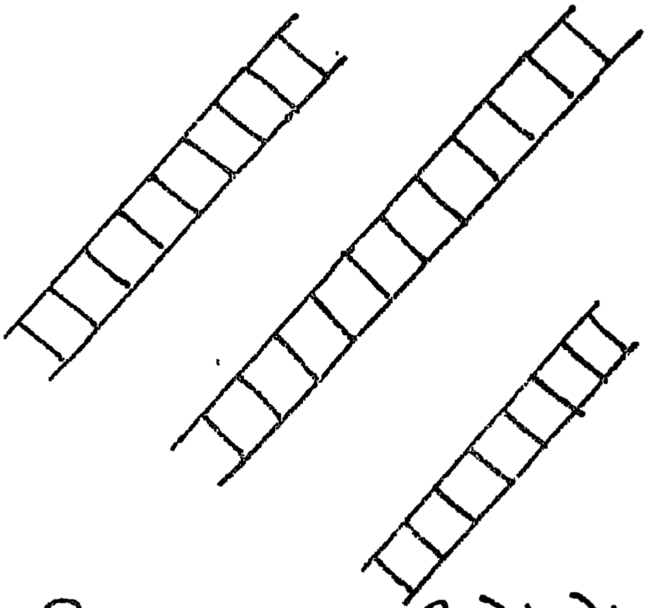
मूल्यांकन प्रश्न

प्रश्न माला

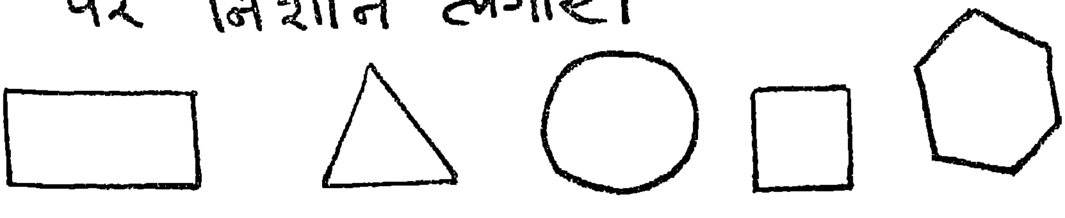
1. नीचे दिए गए चित्र में सबसे बड़ी गेंद पर निशान लगाएँ।



2. सबसे लम्बी सीढ़ी पर निशान लगाएँ।

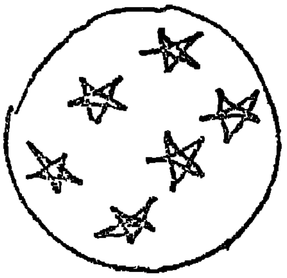


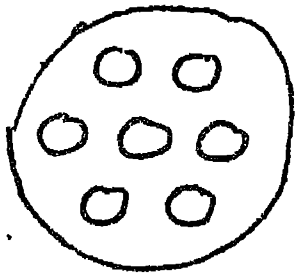
3. निम्न आकृतियों में चौकोर आकृतियों पर निशान लगाएँ।

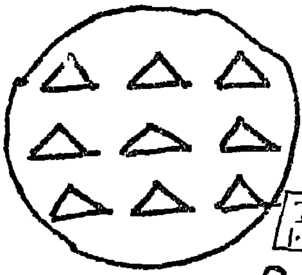


I
5.1.1

4. जिस चित्र में ९ वस्तुएं हैं ✓ निशान लगाएँ।







I 1·1·1

5. दी गई संख्याओं को पढ़कर आगे की संख्याएं क्रम में लिखें

1)	५	६	७				I 1·1·6
2)	३७	३८	३९				I 1·1·6
3)	७०	७१	७२				I 1·1·6
4)	२६	२७	२८				I 1·1·6
5)	९२	९१	९०				

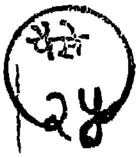
6. निम्न में प्रत्येक की ठीक पहली संख्या लिखें

— २६; — ४५;

— १००

I 1·1·7
I 1·1·7
I 1·1·7

7. निम्न सिक्कों को उनकी संगत संख्याओं से मिलाएँ।



पैसे		
१००		I 3·1·1
५०		I 3·1·1
१०		II 3·2·1
२५		I 3·1·1

8. रिक्त स्थानों को भरें।

३२ = ☐ दहाइयाँ ☐ इकाइयाँ II 1·2·1

७० = ☐ दहाइयाँ ☐ इकाइयाँ II 1·2·1

9. जोड़ो : जमा करो

८ + ५ ____

८ + १० ____

२ + ५ + ६ ____

५५ + २२ ____

७२ + २७ ____

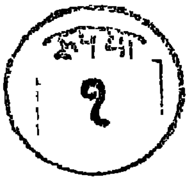
३०० + ४०० ____

५६ + ४६३ ____

६४५५ + २५७१ ____

I 2·1·1
I 2·1·1
II 2·2·1
II 2·2·1
II 2·2·1
III 2·3·1
III 2·3·1
IV 2·4·1

7. निम्न सिक्कों को उनकी संगत राशि से मिलाएँ।



पैसे
१००

५०

२०

२५

8. रिक्त स्थानों को भरें।

३२ = ☐ दहाइयाँ ☐ इकाइयाँ

५० = ☐ दहाइयाँ ☐ इकाइयाँ

9. जोड़ो : जमा करो

$\begin{array}{r} ८ \\ +५ \\ \hline \\ \hline \end{array}$ $\begin{array}{r} ८ \\ +१० \\ \hline \\ \hline \end{array}$ $\begin{array}{r} २ \\ +५ \\ +६ \\ \hline \\ \hline \end{array}$ $\begin{array}{r} ५५ \\ +२२ \\ \hline \\ \hline \end{array}$ $\begin{array}{r} ७२ \\ +२६ \\ \hline \\ \hline \end{array}$

$\begin{array}{r} ३०० \\ +४०० \\ \hline \\ \hline \end{array}$ $\begin{array}{r} ५६ \\ +४६३ \\ \hline \\ \hline \end{array}$ $\begin{array}{r} ६४५५ \\ +२५७१ \\ \hline \\ \hline \end{array}$

घटाओ :

I 2·1·10
II 2·2·2

10. ७ − ४ = ____ ; ८ − ६ = ____ ; ५४ − ३० = ____ ; १६८ − १४५ = ____ ; २३६० − १२०८ = ____

III 2·3·2
IV 2·4·2

11. दी हुई संख्याओं की तुलना '>' या '<' का चिन्ह लगा कर करें।

III 1·3·7
III 1·3·7
IV 1·4·6
IV 1·4·6

७ ☐ ८ ; ५१ ☐ ४२ ;

११६ ☐ ७१६० ; १११३ ☐ ७८ ;

12. सोमवार के बाद आने वाले सप्ताह के दिनो के नाम लिखिए।

I 3·1·5

१ सोमवार
२
३
४
५
६
७

महीनो के नाम क्रमानुसार लिखिए

१
२
३
४
५
६
७
८
९
१०
११
१२

14. निम्न संख्याओं के संख्यांक लिखें

बाइस I 1·1·9
उनसठ I 1·1·9
तीन सौ पचपन III 1·3·1
सात सौ उनतालीस III 1·3·1
दो हजार पाँच सौ तिरानवे IV 1·4·1

15. निम्न संख्याओं के नाम लिखे

२१ III 1·3·2
४५ III 1·3·2
२८३ IV 1·4·2
५५० IV 1·4·2
३८६८ IV 1·4·2

16. निम्न संख्याओं को आरोही तथा अवरोही क्रम में अलग अलग लिखें। III 1·3·5

१२२, २७, ६, ४५८

17. निम्न संख्याओं में रेखांकित अंक का स्थानीय मान लिखें :

$\underline{७}$२ ८२$\underline{५}$ $\underline{५}$०१ $\underline{६}$६६६ ९$\underline{०}$९०

18. निम्न संख्याओं को विस्तारित रूप में लिखें ।

८२
२१०
४०६
७०००

II 1·2·1
III 1·3·3
III 1·3·3
IV 1·4·5

19. चार-चार वस्तुओं के पाँच समूहों में कुल कितनी वस्तुएँ होंगी ? II 2·2·7

20. यदि एक पंक्ति में १० व्यक्ति खड़े हो सकते हैं तो एसी ४ पंक्तियों में कितने व्यक्ति खड़े हो सकेंगे ? II 2·2·10

21. एक महीने में कितने सप्ताह होते हैं ? II 3·2·5

22. किसी गोल वस्तु का नाम लिखिए । II 5·2·1

गुणा करें

४	५२	८९	६५	१५८
×८	×४	×१०	×२७	×१९

भाग करे

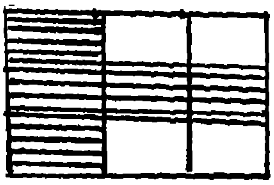
४८४ को ४ से
२२५ को ५ से
१०० को ८ से

III 2.3.11
IV 2.4.8
IV 2.4.8

25 निम्न दी गयी आकृतियों के नाम के सामने उन की भुजाओं और कोनो की संख्या लिखिए

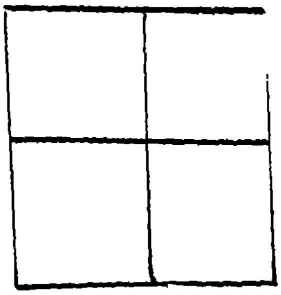
नाम	कोनो की संख्या	भुजाओं की संख्या
आयत		
त्रिभुज		
वर्ग		

26.



IV 4
IV 4

चित्र में छायांकित भाग पूरे चित्र का कौनसा भाग प्रदर्शित कर रहा है ?



चित्र में $\frac{1}{4}$ भाग छायांकित कीजिए

II २·२·३

राम के पास २० आम, कृष्ण के पास १४ आम और महमूद के पास ११ आम थे कुल कितने आम थे।

III ३·३·१

एक किलोग्राम में कितने ग्राम होते हैं।

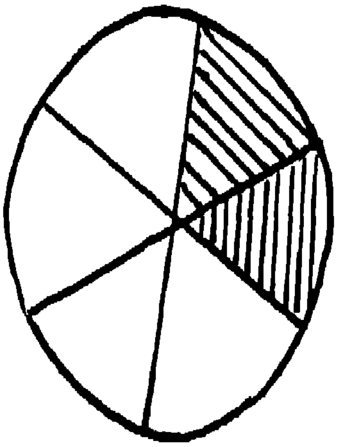
III ३·३·5

५ मीटर में कितने डेसिमीटर होते हैं।

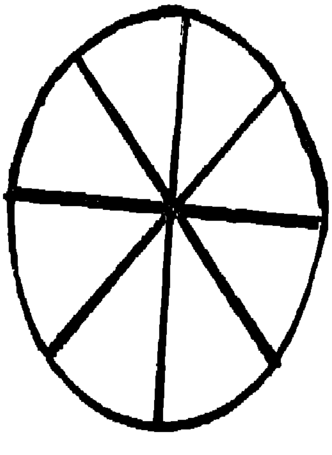
२८ संतरों को यदि ७ बालकों में बराबर बाटें तो प्रत्येक बालक के पास कितने संतरे आएगे।

IV २·५·१

चित्र में छायांकित भाग $\frac{२}{६}$ के लिए समतुल्य भिन्न लिखें।



चित्र में $\frac{१}{२}$ भाग छायांकित कीजिए।



IV 3·५·21

31 एक लीप के वर्ष में कितने दिन होते हैं ?

IV 3·५·2५

32 २ घन्टे और २५ मिनट में कुल कितने मिनट हुए ?